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ABSTRACT

This report suggests ways to improve the school staffing information gathered through the Schools and Staffing Surveys (SASS) currently administered by the National Center for Education Statistics (NCES). Obtaining better information on school staff can provide insights into the patterns of resource allocation in schools and the access of children to instructional and related services. A methodology for collecting accurate school-level staffing information through the SASS was proposed and investigated. This methodology involves: (1) modifications of the current "Teacher Listing Form"; (2) administration of other staff listing forms to cover all school-level staff; (3) administration of a form to gather information on staff salaries and benefits for a sample of school-level staff; and (4) addition of other questions to the current district and school-level SASS questionnaires for the purpose of estimating expenditures per pupil for various educational services. These proposals were evaluated and modified through a multistage process that included informational interviews with principals and school district superintendents, field testing of the proposed listing forms, and on-site cognitive testing and validation of these listing forms. The methodology indicated substantial problems with one of the proposed approaches, the collection of information through general salary and benefit information forms. As a result, the collection of salary and benefit information about specific employees seemed preferable. Steps are outlined for further study about the incorporation of these proposed changes into SASS data collection. Eight appendixes contain draft materials and proposed data collection materials. (Contains eight tables and nine references.) (SLD)

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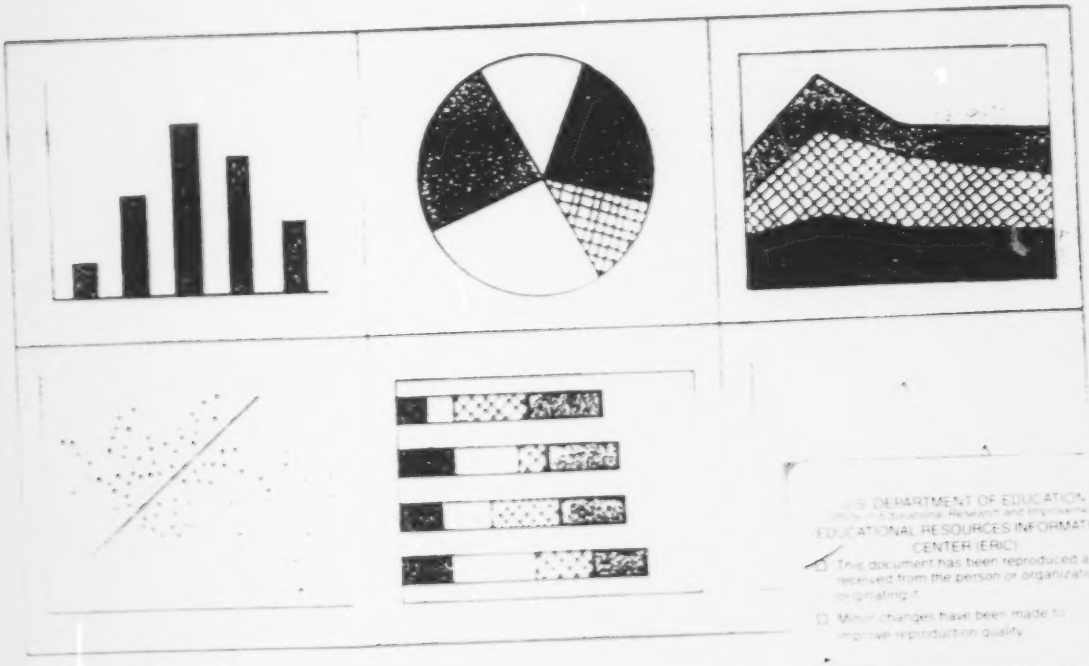

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Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Surveys (SASS)

Working Paper No. 97-42 January 1998

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January 1998

Foreword

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The authors also wish to acknowledge the valuable suggestions and comments provided by NCES staff in developing the goals and objectives of this project and on earlier drafts of the data collection instrumentation and procedures. Special thanks go to Mary Rollefson who has been very actively involved in the process of developing the recommendations coming out of this project. Other NCES staff who contributed and participated at various points of this project include: Dan Kasprzyk, Kerry Gruber, Steve Broughman, Paul Planchon, and William Fowler. We also wish to acknowledge our appreciation to Andy Zukerberg of the Bureau of the Census for his excellent comments and suggestions.

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Executive Summary

The purpose of this report is to suggest ways to improve the school staffing information gathered through the *Schools and Staffing Surveys (SASS)* currently administered by the National Center for Education Statistics (NCES). Spending on school-level personnel, including employees and personnel service providers, accounts for more than 85 percent of the expenditures at the school site. Obtaining better information on school staff can provide insights into the patterns of resource allocation in schools and the access of children to instructional and related services.

A methodology for collecting accurate school-level staffing information through the *SASS* was proposed and investigated. This methodology involves:

- Modifications of the current *Teacher Listing Form*,
- Administration of other staff listing forms to cover all school-level staff,
- Administration of a form to gather information on staff salaries and benefits for a sample of school-level staff, and
- Addition of other questions to the current district and school-level *SASS* questionnaires for the purpose of estimating expenditures per pupil for various educational services.

The other staff listing forms can either be administered concurrently with the *Teacher Listing Forms* or subsequently (for example, concurrently with administration of the *SASS* school questionnaire). The administration of these other forms concurrently with the *Teacher Listing Form* would increase the comprehensiveness of the universe of teachers listed, increasing the generalizability and validity of *SASS Teacher Survey* data. However, the increased respondent burden associated with their completion could adversely affect response rates.

The proposed methodology was evaluated and modified through a multistage process that included:

- Informational interviews with principals and school district superintendents,
- "Pre-pilot" field testing of the proposed listing forms, involving completion of draft forms and telephone administration of a survey debriefing protocol to respondents in three states, and

- On-site cognitive testing and validation of these listing forms and other materials at two schools in each of three districts. These schools were located in California and Virginia.

The cognitive interviewing revealed several problems with the current *Teacher Listing Form* which can be ameliorated prior to the next administration of the *SASS whether or not the proposed procedures for the collection of better school resource measures are implemented.* The cognitive interviews and validation also demonstrated substantial improvements in accuracy of teacher listings as a result of the concurrent administration of other staff listing forms. The other staff listing forms served as memory aids by compelling consideration and classification of all staff. This increased the number of teachers listed in comparison with the number listed prior to completion of the other staff listing forms.

Cognitive interviewing was not designed to determine the impact of the additional staff listing forms on response rates nor was it designed to inform the feasibility of a large scale implementation of the procedures. To do this, a pilot test is recommended.

The proposed procedures were designed to be linked with the salary and benefits information provided by school districts. Accordingly, two alternative approaches for collecting salary and benefits information from school districts were investigated through:

- Informational interviews with district staff and

- On-site interviews in three districts (in two states). These interviews employed cognitive survey research techniques, including modified think-aloud protocols, directed probing, and projective techniques.

The methodology indicated substantial problems with one of the approaches (the collection of information through general salary and benefit information forms). These problems reflected the tremendous heterogeneity of benefits packages and eligibility for participation, both within and between districts. Therefore, an approach involving the collection of information about the salaries and benefits of specific district employees seems preferable. Implementation of this approach requires careful attention to issues of confidentiality and respondent burden. It should be pilot tested before considering implementation.

To inform decisions about incorporating the proposed procedures into *SASS*, the following steps are recommended. First, a more complete testing of the final instruments to assess their impact on instrument and item non-response should be undertaken. Second, the data should be key-entered into the computer and analyzed to identify any potential problems with the processing and analysis of the data obtained from the field. Third, one would need to followup with a larger sample of respondents to determine how well the forms and questions were interpreted and completed in the field. Fourth, the data collection instruments and procedures proposed in this study would have to be adapted for, and pilot tested in, the private school setting.

Chapter 1
Introduction

Background

For years, school finance researchers have paid considerable attention to the equity with which educational resources and services are distributed among local schools and districts. The problem with these studies is that they have focused on fiscal measures of resources which, because of geographic or inflationary cost differences, make it difficult to sort out the real differences in the levels of resources across schools and districts. These dollar values provide little information about real differences in the resources devoted to education. Spending differences over time or across geographic regions reflect both real differences in resources as well as differences in the prices of comparable resources.

Another significant problem with fiscal data is that it is ultimately organized according to reporting standards that differ across states and over time. Although the National Center for Education Statistics (NCES) publishes an accounting handbook that provides standards for reporting fiscal data, not all states or local jurisdictions use the handbook. Moreover, those jurisdictions that do, do not necessarily hold strictly to the accounting standards. Therefore, there is a great deal of variability in the standards of reporting fiscal data among local jurisdictions. Analysis of resource allocation must ultimately rely upon more detailed and precise information on the physical ingredients used in the process of producing educational services.

In addition, there is much discussion within NCES, as well as the profession of school finance researchers, about moving to school-level fiscal analysis and about improving fiscal reporting to obtain estimates of how much schools are spending on different programs. Modifications in the data collection procedures. The *Schools and Staffing Surveys (SASS)* may offer an opportunity to obtain valid information on costs of programs through modifications in its data collection procedures. *SASS* already collects a significant amount of important information on school personnel. With a few additions or reconfigurations of existing items, *SASS* could enhance significantly the value and comprehensiveness of the data. *SASS* provides data which are representative within states as well as across states. Representativeness of *SASS* across states permits comparisons of differences in patterns of resource allocation that might be a result of differences in the administrative, regulatory, and fiscal environment within which schools operate across states. *SASS* also offers the opportunity to develop comparisons of the patterns of resource allocation between public and private schools, for which resource data are generally not available.

SASS data measure school resources in terms of specific quantities and qualities rather than in dollar terms. Using more direct measures of resources provides the flexibility to reorganize the data more easily for different purposes. On one hand, one may aggregate all staff together and ignore programmatic or functional differences or one may choose to report and analyze data in a more disaggregated form.

Another issue confronted by NCES in considering whether or not to begin gathering data on the universe of schools is the cost. Does one gather data on all schools across the country or just a sample of schools? To gather fiscal data on all schools requires imposition of a rigorous set of standards for reporting fiscal information—an expensive task. *SASS* provides a cheaper alternative by gathering data on a sample of schools, and it has the potential for providing raw data in a more compatible format than is common in fiscal reporting systems.

Purpose of this Report

The purpose of this project has been to develop data collection instrumentation and procedures for gathering information about the composition of personnel who work at the school level. The reason for focusing on personnel is that salaries and benefits of personnel combined with payments to contractors account for about 85 percent of overall school district budgets.[1]

Currently, the *SASS School Survey* requests information on the head counts of full-time and part-time staff. This project explores alternative and more precise ways to report information on school-level staff by job title, as well as to obtain more precise information on the functions and programs within which these staff serve. This report presents specific recommendations for improving the quality of information about school staff gathered through *SASS*. The analysis is based on the results of a series of interviews and pilot tests of alternative data collection instrumentation and procedures with local school and district officials.

The data reporting units for this project include both schools and districts. The school-level component focuses entirely on obtaining better information on school staff. The district-level component focuses on obtaining information about samples of certain school-level staff which may be used for the purpose of estimating the salaries and benefits paid to school staff.

Summary of the Recommendations

A set of forms to collect information about staffing at the school level has been prepared. These forms have been modified to incorporate the knowledge gained through use of cognitive interviews, informational interviews, independent data validations, and pre-pilot tests with the types of individuals who would be responsible for their completion. However, these procedures were not intended to determine the feasibility of a large-scale implementation. Accordingly, a large scale pilot test to make such determinations is in order.

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[1] For estimates of the proportion of the budgets allocated to various categories of expenditure, see Chambers (1997-Vol. III), table II-1.

This report proposes that NCES consider the following specific changes to the *SASS* data collection:

- ***Staff listing forms.*** An expansion of the *Teacher Listing Form* to include all staff is proposed. The new forms would include a *Professional Staff Listing Form* (which includes teachers and other certified administrative and support staff), an *Instructional and Student Support Assistants (Aides) Staff Listing Form*, and an *Other Staff Listing Form*. These listing forms request information on all personnel who provide services in the school and are designed to include full-time or part-time employees regardless of whether they are working for the school district or other public or private agencies.

- ***Salary and benefits information.*** A new form is recommended to gather information on salaries and benefits, and a limited amount of data on personal characteristics of a small sample (approximately six individuals) from each sample school within a district. This form is directed toward gathering data from the payroll system at the district office. The samples would be stratified by listing form: one person would be selected from the *Professional Staff Listing Form*, one person from the *Instructional and Student Support Assistants (Aides) Staff Listing Form*, and four persons selected from the *Other Staffing Listing Form* (for example, one secretary/clerical person; one administrative, technical, and business staff person; one from the skilled trades; and one from other custodial, food service, and security personnel). These data could be used to estimate salaries and benefits for various categories of staff on a national or regional level.

- ***Defining a full-time employee.*** This report proposes a new table to be added to the current district-level questionnaire in *SASS*. This new table would gather information that would help define the total number of hours of work and paid vacation and holidays typical of full-time employees in each of the categories of employees listed on the staff listing forms. This information would be used in combination with the hours of work information gathered on the *Staff Listing Forms* and the salary and benefit information described above to estimate expenditures on various types of personnel. (*An example of how these data can be used for this purpose is presented in chapter 5.*)

- ***Counts of children served.*** This report also proposes a very limited number of questions to be added to the *SASS* school questionnaire. These questions would request information on the counts of children served by various educational programs. These counts could be used to calculate per pupil expenditures for different kinds of personnel.

These procedures, by requesting information about every individual employed at a school, will have the ancillary effect of increasing the accuracy of the *Teacher Listing Form*. Their adoption can also be used to eliminate dozens of burdensome items from a variety of *Schools and Staffing Surveys* instruments (see appendix H). However, expanding the *Teacher Listing Form* to all staff increases burden. This could adversely affect the response rate to the listing form, which is essential to development of the teacher sample.

Whether or not our proposed procedures for collecting school staffing information is implemented, the accuracy of data provided on the *Teacher Listing Form* can be enhanced by:

- Requiring respondents to indicate "no" responses actively (that is, by entering a code to indicate "no") rather than passively (that is, by leaving an item blank);
- Providing an example of expected responses on an example line;
- Placing instructions directly on the forms or in the data collection booklets proximal to the columns in which the information is to be entered;
- Clarifying instructions and directions in several specific ways (see recommendations 10 and 11, pages 41–43); and
- Allowing information to be provided electronically (for example, on diskette or via e-mail) when possible.

Organization of the Remainder of the Report

The remainder of the report contains an overview of the project activities and procedures, the analysis of the results of the pilot and pre-pilot tests, and recommendations for revisions in *SASS*. All versions of data collection instruments are contained in appendices. Documentation of the development of the data collection instruments can be found in appendices A through D. Versions of the instruments that were pilot tested are in appendix E. The recommended *SASS* forms and procedures are contained in appendix F and a sample summary of a cognitive interview can be found in appendix G. Chapter 5 contains an illustration of how the data gathered from the recommended forms and questions may be used to conduct expenditure analyses.

Chapter 2
Overview of Project Activities and Procedures

Overview

This project included three major tasks:

Task 1. Meet with NCES staff responsible for the design and implementation of *SASS*

Task 2. Develop draft instrumentation

Task 3. Test and validate the instrumentation

Each of these tasks is described below, along with the products developed.

Task 1. Meet with NCES Staff Responsible for the Design and Implementation of *SASS*

The initial task involved a series of meetings between the principal staff for this project from AIR and the principal staff at NCES responsible for the design and implementation of *SASS*. An initial meeting was held on December 17, 1996 at NCES and followup meetings were held the following day. The purposes of the meetings were as follows:

- Obtain information from NCES on current plans for the revision of *SASS*;
- Establish boundaries and parameters for the revisions or recommendations that are desired from this project; and
- Review the procedures for the conduct of this project and refine them to meet the needs of NCES in their effort to redesign *SASS*.

Appendix A of this report contains copies of the materials that were prepared for review by NCES staff for this initial meeting at NCES.

Gathering staffing and resource data at the school and district levels involves a number of complex measurement issues. It was the desire of the project team to develop recommendations for new or improved items which are realistic in terms of the data collection burdens imposed and which would enhance the quality and utility of the information collected. With this in mind, the topics to be considered and the measures to be developed were discussed with *SASS* staff at the beginning of the project in order to ensure a common vision of the objectives of the project.

It has been the intent of the AIR staff to work closely with NCES staff at all stages of this project. In this regard, AIR has shared with NCES staff the prospective draft instruments developed at all stages of this project and has sought and received feedback from NCES staff on the draft instruments.

Task 2. Develop Draft Instrumentation

Task 2 involved developing a structure for gathering school-level staffing data (and the supporting information from district sources about school-level staff) through the *SASS* instruments. Specific data collection instrumentation was developed for use within the context of *SASS*. The intent of these instruments was to replace some of the existing questions on staffing at the school and district level with alternative questions to improve measures of the level of resources and types of services being provided across schools. The concept paper (Chambers, 1996) prepared under Activity 2 of the FY96 work plan for the Education Finance Statistics Center (EFSC) within ESSI forms the foundation for the development of the data collection instrumentation.

On January 7, 1997, AIR submitted to NCES a memo accompanied by a table which compared three alternative approaches to gathering staff data. The three approaches compared are as follows:

1. **Addition of FTE items to the *School Survey*.** Data on staffing would be gathered through new items asking for FTE counts of personnel, organized according to various categories such as job titles and program or subject matter taught. Existing items about teachers' race-ethnic background, absenteeism, years of experience and other items, aggregated at the school level would remain part of the *School Survey*.

   This approach does not impact the procedures currently employed in selecting a sample for the *Teacher Survey*. It only adds items to the existing *School Survey*.

2. ***Staff Listing Form* completed by school officials**. This approach builds on the existing data collection procedures by enhancing the information gathered on the current *Teacher Listing Form (TLF)* used for *SASS*.

   Under this approach, data on school staffing would be gathered by asking school officials to list each school staff member on a *Staff Listing Form*. This form requests such information as job titles and assignments, program affiliations, subjects taught, race-ethnic background, grade levels, FTE related items, and class sizes. This is a slight modification of the current *TLF* in that additional data would be requested and coded about teachers from the *Teacher Listing Form* rather than as part of the *School Survey*. In addition, similar information about other staff could be requested on this new listing form. FTE information would be gathered in different ways for different categories of staff (for

example, certificated and non-certificated) and by asking questions that help interpret differences in the definition of an FTE across local schools and school systems. In some instances, particularly for non-certificated personnel, FTE information might be collected by asking about the average number of hours each listed individual works per week. It is important to recognize that FTEs may be defined differently in different school systems.

The TLF was originally intended to create a sampling frame for the *Teacher Survey*. However, since it also collects demographic and background information on each teacher (for stratification purposes), it has the potential to become a "regular" *SASS* survey. The suggestion we received from NCES—to consider collecting data through addition of items to the TLF—suggested that an expansion of the TLF's role in *SASS* was envisaged.

One concern with this approach is the potential disruption to the processes for completing the *Teacher Listing Form*. In order not to disrupt the current approaches to completing the *Teacher Listing Form*, it would be possible to administer a non-teaching *Staff Listing Form* at a different time than the *Teacher Listing Form* or to modify the procedures for completing the *Staff Listing Form* to reduce the potential for disruption. These issues were considered and addressed by the project.

3. ***Staff Listing Form* completed by contractor (data collector).** This approach departs from the current procedures by allowing school officials to avoid filling out lists and providing information in existing formats as much as possible. Data on staffing would be gathered by asking school officials to send existing lists of staff from rosters, master class schedules, or other such off-the-shelf lists. School officials might be asked to add certain minimal information not likely to be available in off-the-shelf sources (such as hours worked if not full-time or race-ethnicity) to these forms. The contractor (or data collectors) would extract information from these listing forms and prepare them for keytaping. The contractor would make decisions about the way certain information might be coded and followup with the schools, as necessary, to clarify the provided information. Of course, schools that would prefer to complete listing forms rather than providing existing lists would be allowed to do so.

   With this approach, it would also be possible to administer a non-teaching staff listing form at the time the *School Survey* was administered (rather than concurrently with the *Teacher Listing Form*). It should be noted that some schools are already providing printouts of teachers rather than completing the *Teacher Listing Form*. Under this option, one would need to consider ways of continuing to obtain sufficient information about teachers without slowing down the sampling process.

Appendix B contains a chart comparing these alternative approaches with respect to potential quality of the data, response burden, item response rate, instrument response rate, cost and burden on the *SASS* contractor, and impact on current *SASS* administration procedures.

The result of these discussions between AIR and NCES staff was a decision to pursue the second alternative—an expanded staff listing form in which the school administrators take responsibility for completing the forms.

First draft of the instrumentation

In mid-February, AIR submitted a draft set of instrument and procedures to NCES for review. These instruments included the following components:

- Proposed staff listing forms;
- Forms to gather salary information on school staff;
- Survey items to be added to the *SASS School Survey*;
- Two alternative approaches to gathering benefit data; and
- Approaches to gathering district-level staffing information.

The detailed cover letter and items included in this submission to NCES are included in appendix C of this report. After some discussion between AIR and NCES staff, it was decided that this original package would be too burdensome and could compromise the integrity of the *SASS* data collection. The following decisions were arrived at after some exchange of ideas:

- AIR would drop any data collection on district-level staff. It was decided that for this first effort at improving staffing information, attention would be focused on school-level staff.
- Simpler approaches to gathering salary and benefit information using samples of individual staff would be explored as an alternative to gathering average salaries and benefits of all staff within certain job assignment categories.
- A more limited change in the *Teacher Listing Form* would be explored due to NCES's concerns about changing the *Teacher Listing Form/Teacher Survey* sample selection process.

Additional concepts and ideas concerning SASS data collection procedures are presented in appendix C to this report to preserve a record of these for review in the future as NCES and others consider alternatives for improving data collection methods and reducing response burden. In particular, the computerized approach proposed for gathering district-level staffing information could well be applied to gathering school-level staffing information. The approach involves refocusing the process of data gathering from one which involves respondents completing hard copy data collection forms to one which is directed toward data processing staff. Rather than completing forms, this new approach would request data processing staff to extract data from existing computer records for the purpose of creating useable files by the data collection agency. Data abstraction becomes a programming task that draws information from existing computer records rather than an act of transcribing hard copy information from one source to another.

Task 3. Test and Validate the Instrumentation

Second draft of the staff listing data collection instruments and pre-pilot tests

Based on feedback from NCES on the first draft of the instruments, a new draft of the staff listing forms was developed for pre-pilot testing. These draft forms were discussed in an informational interview with a local principal. During this interview, feedback about the availability of the requested data was obtained. The instruments were reviewed for unclear items and directions. Feedback about cooperation enhancing procedures was obtained. In addition, staff listing records were reviewed. As a result of the information obtained, this version underwent minor modifications. A second draft of the staff listing forms was produced.

Since another team of researchers was pilot testing a district resource measurement instrument, district instruments developed under this project were not pre-pilot tested. Instead, results of the other team's pilot test were shared with project staff (Isaacs, 1997, personal communication). In addition, an informational interview was conducted in one local school district. In this district, draft versions of the forms and materials were reviewed by the superintendent. The availability of the requested data was determined and problems with item wordings were identified. Procedures for increasing respondent cooperation were also discussed. Detailed information about the record-keeping systems employed by the district and its benefits programs were also obtained. The informational interview and these pilot test results were used to inform revision of the district forms.

To accommodate NCES' request to model the proposed teacher listing form after their newly revised *SASS Teacher Listing Form (TLF)* and to reduce the complexity of the data collection instruments, the second draft of the proposed staff listing forms represented a dramatic reduction in the amount of information requested about staff, particularly the teacher listing form. The first draft of the teacher listing form involved two sets of instruments: a set for non-departmentalized teachers (generally teachers of primary grades) and a set for departmentalized teachers (generally teachers of secondary grades). The second draft combined the two sets into one instrument to closely resemble the structure and content of the newly revised *SASS TLF*. The minor differences between these instruments included 1) separating the subject matter taught for "special education" into "special education–special day class" and "special education–resource teacher," and 2) requesting the percent full-time for those teaching staff who work part-time. Other revisions to the second draft of the non-teacher staff listing forms included deleting Bilingual/ESL and Title 1 identifiers and combining or expanding job assignment categories on other staff listing forms (certificated non-teaching staff, aides, and other support staff).

The second draft of the staff listing forms were pre-pilot tested on five principals and assistant principals from two elementary schools, one middle school, one combination elementary/middle school (kindergarten through 8th grade), and one high school in California, Florida, and Michigan. Project staff used existing personal and professional contacts in the field to obtain pre-pilot participants. To facilitate the cooperation of participants, an honorarium of $50.00 was provided to each school.

<u>*Procedures for Pre-Pilot Interviews*</u>. Once the principal of a school agreed to participate, AIR staff faxed him/her a copy of the staff listing forms. The principal was asked to look over the forms and decide whether it would be something that he/she would fill out or if he/she would delegate the task to

another individual. Once the survey respondent (the principal or his or her proxy) was determined, an appointment for a 45-minute telephone interview was arranged.

At the beginning of the interview, respondents were asked to pretend that they received the forms in the mail and were going to fill them out. The interviewer first asked general questions about how the respondent would go about filling out the survey, how the respondent would get lists of staff, and how the respondent would interpret some of the instructions and phrases employed in the instruments. The interviewer then asked the respondent to list a few people on each *Staff Listing Form* and fill out the column information for each person. As the respondent filled out the form, the interviewer asked questions about the ways in which the respondent came up with each answer. Some of the questions posed included the following:

- "How did you decide upon that answer?"
- "How accurate do you believe that information is?"
- "How did you know how many hours that person works?"
- "Are there other sources of information that you can use?"

The interview ended with general questions about the availability of a list of all persons who work at the school, how long they thought it would take to complete all of the forms for their school, and which items were hardest to answer.

From the pre-pilot interviews, project staff learned about how respondents recorded information and what information was available at the school and district levels. Project staff also learned about items that tended to be difficult for respondents to answer. The *Staff Listing Form*s and the school interview protocol for the pre-pilot test are included in appendix D.

Final draft of the instruments and the pilot testing procedures

The *Staff Listing Form*s underwent minor modifications based on results from the pre-pilot testing. The district data collection forms were modified from the first draft and a simpler (alternative) approach to obtaining staff salary and benefits information was developed. The two approaches for collecting data were pilot tested to determine the method most suitable for district respondents. The district data collection form which had initially asked for information about the highest and lowest salaries of a given job category was modified, based on suggestions from NCES, to request information on the *typical* district employee in a given job category. To obtain information on employee benefits and the costs to the district, a much shorter two-page form was developed in lieu of the 10+ page survey initially submitted.

A alternative approach for obtaining salary and benefit information was developed. This alternative approach asked for salary and benefit information for a sample of individual staff at each school.

Research participants. Project staff collected data in three different school districts and in a total of six different schools (two in each district). Data collection occurred in both elementary and secondary

schools to insure diversity among respondents. Districts and schools were selected purposively, based mostly on their willingness to participate and assist AIR and NCES in this endeavor.

The sample of districts included an elementary school district (grades K-8) and a high school district (grades 9-12) in California and a K-12 grade school district in Virginia. All district offices are located in central cities but serve students in central city and urban fringe areas. The districts in California each serve between 5,000 and 9,999 students; the district in Virginia, over 10,000 students. The percentage of children in poverty in these districts ranges from 4.2 percent to 10.6 percent. The percentage of students of limited-English proficiency ranges from 2.3 to 6.6 percent. The median annual income of households in these districts ranges from about $42,000 to $64,000 (Common Core of Data, CD-ROM for school year 1993-94).

The selected schools included three elementary schools, one middle school, and two high schools. The student enrollments of these schools are approximately 400 in the elementary schools, 800 in the middle school, and 1,200 and 1,700 in the high schools. The percentage of minority enrollment in these schools ranges from 16.8 percent to 70.8 percent (Common Core of Data, CD-ROM for school year 1993-94).

Participating districts and schools were guaranteed confidentiality and assured that results would not be presented in a way to determine district and school identity. Although project staff made every effort to limit the amount of time and disruptions to normal routines that are associated with data collection, participation imposed a burden and time costs on the employees of participating schools and districts. To facilitate the cooperation of these districts and schools, a modest honorarium of $100 was provided to each school and district.

Cognitive interviewing. Perhaps the most important criterion in evaluating a survey question or methodology is the extent to which it elicits valid responses from members of the target population—in this case, the individuals completing the *SASS Teacher Listing Form and District (TDS)* questionnaires. Unlike the *SASS Principal Questionnaire*, which can only be completed by the principal, these instruments can be completed by any staff member. It is likely that many principals will delegate responsibilities for completing some or all of the instrument to others; it is almost certain that superintendents will delegate responsibilities for completion of the *TDS* to other staff. Accordingly, these revised forms and materials were developed with this heterogeneous population in mind and tested on the types of individuals who would actually be responsible for answering these items, rather than the individual to whom the surveys are mailed.

Survey responses can easily be influenced by a variety of factors, including response modality, context, format, and respondent motivation. Factual items and items asking about behaviors are subject to these influences in the same ways that attitudinal items are. However, a priori, there is no way of determining what types of items will be most sensitive to modality, context, motivation, or format effects—nor of determining which types of individuals will be most sensitive to these effects.

Project staff took advantage of the cognitive interviewing techniques employed in Cognitive Survey Laboratories to investigate issues of validity. These techniques are similar to those employed by Jenkins (1992) but were applied on a broader population (rather than just principals), employed more directed probing and projective techniques, and included a systematic data validation effort.

Protocol for cognitive interviewing: Schools. The key element in cognitive interviewing is the think-aloud protocol. Our research protocol began with some brief training in the production of think-alouds, encouraging respondents to verbalize their thoughts as they reviewed materials and responded to survey items. Designated survey recipients (school and district administrators) were provided with a copy of the forms and instructions for their completion. They were instructed to review the materials as they would normally do before completion of the forms, and to think aloud during this review. During completion of the forms, they were reminded to verbalize their thoughts as they went through each item.

Time constraints made it infeasible to require school-level respondents to list every staff member and provide the requested background information about everyone in all but the smallest elementary schools. Rather than have respondents list all teachers (when the school contained 80 teachers), the staffing lists that would be used for this purpose were requested. For example, individuals would be selected from this list and entered on the *Teacher Listing Form* to enable simulation of the process of providing the requested assignment information about these staff.

The completion of the survey items involved the use of various administrative records, forms, and materials. Probes to facilitate the interviewers' understanding of the reasons for respondents' choice of records were employed. After completion of all of the questions, further probes and questioning about specific items were employed to increase our comprehension of the cognitive processes employed in the choice of records and the completion of these items. Projective techniques were also employed to determine how ambiguous situations would be handled. These projective techniques also provided insights into the rationale and logic employed by respondents.

Respondents were also asked if they would have completed the questionnaire themselves or delegate responsibility for completion of the items to another staff person. The staff members to whom responsibility might be delegated were then similarly interviewed. These interviews were similar to the cognitive interviews with the designated survey recipients, providing insights into the questionnaire response process of these other individuals. When these respondents used different records to answer survey items, their reasons for making such choices were investigated.

Protocol for cognitive interviewing: Districts. Two different approaches to the collection of school staff salary and benefits information from school districts were investigated. One approach involved the use of three separate forms: (1) a form to collect salary and benefit information from districts, (2) a form to collect health and welfare benefits per employee contributed by the district, and (3) a form to collect other district contributions to employee benefits (for example, retirement contributions and payroll taxes). These forms were intended to provide estimates of the salaries paid to, and the benefits received by, different types of employees in the district. The feasibility of their implementation was investigated through cognitive survey research techniques, including concurrent think-alouds during item completion and use of directive probes. However, since completion of these items would frequently require complex data abstraction tasks, think-alouds were most typically projective and rarely involved the actual completion of an item.

The second approach involved the administration of a form to collect salary and benefit information for selected school staff members. It was intended that this form be completed for a sample of staff. These school-level staff would be identified from the school staffing lists completed by the *SASS* sample schools. Information from the district would be requested for approximately six individuals

for each *SASS* school in the district. Since the names of staff were not available at the time of the site visit, the feasibility of collecting this information was investigated through discussions with district staff. Staff informed the interviewer about the availability of such information, how often the data were updated, and answered questions to inform about the specific nature of these data elements. (In other words, for "Years in District" we asked whether this element was determined by subtracting date of hire from current date; what adjustments are made for leaves of absence; whether the number reflected number of years of full-time experience or calendar years; how fractional years might be handled; etc.) Some cognitive survey techniques were employed in this activity, including think-alouds to indicate how such information would be obtained; requests for paraphrasing; and projective techniques.

Validation of survey responses. In order to enable a validation of the *Teacher Listing Form* (and other staff listing forms) data provided by respondents during school site visits, district staff were requested to provide staffing lists for each of the schools visited, prior to the cognitive interviewing at the schools. The district was requested to provide as many of the background variables contained on the teacher listing form as were available. This enabled project staff to investigate both the availability of certain types of data from district records and the quality of these data. (If there was a discrepancy between the district's assignment of race/ethnicity information to an individual and the school respondent's assignment, project staff wanted to be able to evaluate which source would be the most accurate.)

Concurrent with the school-level cognitive interviews, a second AIR staff member, trained in the collection of information required for completion of the survey items being administered, compared school and district records. In schools where respondents did not complete the listing forms (because of time constraints), they were able to provide a list of staff that would be used for completing the listing form. Validations were performed by comparing this staff list (or the completed forms) with the district records. Every discrepancy identified was investigated with the school-level respondent, to enable identification of reasons for their occurrence.

Data collection instruments and school and district interview protocols are included in appendix E.

Chapter 3
Analysis of the Results of the Pilot and Pre-pilot Tests

Introduction

This chapter presents the analysis of the results of the pre-pilot and pilot tests of the data collection instrumentation and procedures. The overall data collection strategy includes both school and district-level components. The school-level component included a set of forms that were designed to gather information about individual employees and contracted personnel who provided services to children at the school site. The district-level component was designed to gather information that would be used to attach salaries, wages, and benefits to school-level staff. For the district component, project staff had developed two alternative approaches to gathering information about staff salaries and benefits. One alternative involved gathering information on average salaries and benefits for various categories of staff. The other alternative involved gathering information on a sample of individual school staff which could be used to estimate the salaries, wages, and benefit rates for all categories of school staff across the United States.

This chapter discusses the patterns of response to the data collection instruments and procedures for the purpose of developing recommendations to improve their design. Chapter 4 presents a discussion of these recommendations along with the design of a new set of forms which may be used at the school and district level to gather sufficient information for estimating the patterns of staffing and personnel expenditures at the school level.

The first section of this chapter focuses on the school-level data collection of staffing information. The subsequent section analyzes the two alternative approaches to district-level data collection of salary and benefit information.

School-level Data Collection

As indicated in the previous chapter, cognitive interviewing techniques were employed to evaluate four staff listing and information forms:

- ***Form A, Teacher Listing Form (and associated instruction sheets)***

- ***Form B, Certificated Non-Teaching School Personnel***
- ***Form C, Aides***
- ***Form D, Other (Non-Certificated) Support Personnel***

The interviewing techniques used the insights provided by the respondents regarding their cognitive processes while they were listing staff and acquiring and entering background information about these staff. The use of staffing lists obtained from the central administrative offices of the pilot districts permitted validation of some of the information provided by principals and enabled the detection and identification of reasons for discrepancies. The actual forms which were pilot tested are included in appendix E of this report.

It was discovered that "school staff" in general and teaching staff in particular were less inclusive concepts for respondents than project staff believe are desired by NCES. The probable reasons for such interpretations of these terms are discussed in the next section. This section is followed by general concerns and the processes employed in producing staff listings. These are followed by a discussion of the problems and issues associated with providing the requested information about the individuals listed in forms A–D. Recommendations for dealing with these issues as well as requests for further information needed to resolve some of these issues are provided in chapter 4.

The school and district, as seen by the respondent

In all of the schools visited in the pilot, pre-pilot, and informational interview phases, the individual designated to be the main respondent to the questionnaire was the principal or an assistant principal. To understand how a school survey would be completed under normal field conditions, it is important to understand the way the respondents (the principal and/or assistant principal) perceive their organization.

When talking about "their staff," principals think of people at their school for whom they have hiring/firing or supervisory responsibilities. When thinking of their teachers, principals may also consider the person's role in the operations of the school—whether or not they are involved in school activities including administrative meetings, student activities, and the like—to decide whether a teacher is really part of their staff or their school. One respondent also described an implicit tenure requirement: she would not list temporary, part-time staff unless they worked at the school for a semester. That is, a person would not be considered a part of their staff immediately upon hiring.

"Their staff" and "school staff" are different concepts from "the people who provide direct instructional services to students on a regularly scheduled basis at your school." Requesting a listing of "teachers at this school" is interpreted by many principals to refer to "their staff" or their "school staff." Unfortunately, these concepts of teaching staff exclude a number of people who serve as teachers at the school such as contractors, part-time itinerant teachers/staff, and teachers/staff associated with, and paid as part of, special programs. Accordingly, *attempts to identify all teachers (or staff) at a school must emphasize that a more inclusive definition of teacher (or staff) should be applied. This will have significant implications for the completeness of the frame from which the samples of teachers are (and have been) selected.*

Most of the people who work at a public school are employees of the school district. These people, from the perspective of the school district, are either full-time or part-time employees. Employment status— full-time or part-time—of an individual is important in determining benefits and is the basis of employee classification. So, employment status is defined from the perspective of the employer. For the public school system, the employer is not the school, but rather the district. Accordingly, when asked if a teacher is a full-time or a part-time teacher, the answer in a public school will usually reflect whether the teacher is a full-time or a part-time employee *of the school district rather than the school.*

Classifying a person with respect to full-time/part-time status from anything other than the perspective of the school district is an artificial and unnatural thing for these respondents to do. *Therefore, to determine whether a person works full-time at a school will require asking how many hours an individual is paid to work at the school—and what a full-time teaching load (in hours) is at the school.*

The respondent recognizes the fact that he or she is a district employee. Either as a reflection of loyalty to one's employer or a belief in the greater collective knowledge possessed by the district office, some respondents prefer to provide data that will be comparable with the data they feel the district will provide rather than provide information about what staff are really doing. For example, one respondent indicated that individuals would be classified according to their district's "classification." That is, if a person is listed in the district records as an instructional aide but does clerical work, the person would be listed on our forms as an instructional aide. Her guiding principle for forms completion was to strive for consistency with the district's records. Fortunately, most of the other respondents would classify according to actual role.

In completing items about which they were unsure, respondents would frequently indicate that they would check things with the district or with other principals (rather than the Census Bureau). For example, one school had a special center for hearing impaired students. This program was integrated physically and programmatically with the school, but had its own principal and staff. There was one special education teacher who was part of the center's staff, but under the supervisory responsibility of the other principal (the respondent). In order to decide whether or not to list this person as a teacher at the respondent's school, the respondent would call the other principal to decide who would list this person. The respondent was implicitly assuming that all schools were being surveyed and wanted to be sure this person would be counted once. This reflects a desire to present as comprehensive a picture of the school (and district) as possible.

Needless to say, respondents were very interested in comparisons of their staff listings with those provided by the district. These comparisons were jokingly referred to as "a test." Respondents were relieved to hear that the numerous discrepancies that were found were "typical" or "better than most."

General issues

Confidentiality. At one school, the principal's designee said she would refuse to provide any information about individual teachers because the data were confidential and could not be released without the teacher's permission. Although it seemed that she was using this as an excuse to get back to her work, other potential respondents might use this "concern" as a rationale for not completing the forms.

It was interesting to note that certain items served as "red flags" for different respondents. At one school, the item causing the greatest problems was the individual's race/ethnicity. At another site, date of birth was the major concern. At a third, it was both race and date of birth.

Processes employed in listing staff

Staffing Lists. All of the schools visited had some kind of staffing list that was readily available and easily accessible. Although these lists contained the names of "all teachers" and frequently "all staff" at the school, they were produced to serve different needs. A thorough review of these lists revealed that certain types of people were more likely to be absent from these lists and therefore less likely to be included on a *Staff Listing Form*. The types of people missing from one or more of these lists (and the reasons they were excluded) included the following:

- *School nurses:* If they were county health employees, they were not listed because they were not staff for whom the principal had hiring/firing or supervisory responsibilities.
- *Social workers:* If they were not district employees, they were not listed because they were not staff for whom the principal had hiring/firing or supervisory responsibilities.
- *Teachers:* If they were private contractors or employees of private organizations, they would not be listed because (1) they were not staff for whom the principal had hiring/firing or supervisory responsibilities, or (2) they were not included on staffing lists that were prepared from normal payroll or other district records, or (3) they were involved with special programs and not included on the "regular" lists of teachers.
- *Itinerant Teachers:* If they were not full-time, they would not always be included on lists of staff prepared to meet specific needs (e.g., to distribute to parents at the beginning of the year) and used for staff listing purposes.
- *Instructional aides:* If they did not deal directly with students, they would not always be included on lists prepared to meet specific needs and used for staff listing purposes.
- *Cafeteria staff:* Staffing lists sometimes were restricted to individuals who provided instructional services to children. Additionally, because of turnover and the fact that the principal did not have supervisory responsibilities, they would not always be listed.
- *Transportation staff:* Staffing lists sometimes were restricted to individuals who provided instructional services to children. Additionally, because of turnover, the relatively short

time they were at the school, and the fact that the principal did not have supervisory responsibilities, they were not always listed.

- *Yard duty aides:* Due to turnover and the relatively short time they were at the school, they would not always be included on lists prepared to meet specific needs and used for staff listing purposes.

- *Aides working with prekindergarten children:* One respondent excluded an aide because this aide worked predominantly with prekindergarten children. The instruction about excluding teachers who work exclusively with prekindergarten children was generalized to this situation.

The availability of staffing lists does not necessarily mean they would be used for form completion. One of the respondents indicated he would not bother to use his own school's staffing lists—he would do everything "from memory." Others did most or all of the listing from memory, referring to the list only to check for comprehensiveness. (In absence of an interviewer/observer, it is not clear whether or not such comprehensiveness checks might be performed. One respondent volunteered the fact that he MIGHT have his secretary check against the staff list.)

Impact of requesting a comprehensive staff listing on multiple-forms. Completion of forms B–D facilitated a more complete listing of teachers on form A (which is similar in design to the original teacher listing form). With the realization that all people who provide services to the school on a regularly scheduled basis had to be listed on one of the forms, a more comprehensive listing of teachers is obtained from the schools. These included private contractors and teachers involved with the school's after-hours programs. For example, listing aides reminded the respondent about "prep teachers." Prep teachers are fully certificated teachers who teach classes such as art or PE, to provide an elementary school teacher with some preparation time. Listing contracted therapist staff reminded the respondent of contracted teachers who had not been listed. And, seeing the phrase "After School Program" reminded the respondent of some teachers who are paid by the parents' association to teach "After School [Art or Science] Clubs." As a result, at this elementary school, an additional 6 teachers (20 percent) were listed in the course of completing the additional forms. These teachers probably would NOT have been listed on the *Teacher Listing Form* if only a single form were administered. *Thus, requesting listing of all staff is likely to provide NCES with a more accurate listing of teachers from which to select the teacher sample.*

Our original intent was to allow the same individuals to be listed on as many different forms as appropriate. However, one respondent felt that a person should only be listed on one form—the form that best describes the person's job. Despite explicit instructions, the respondent felt that it was strange to list a person on two forms. (Although another respondent did not have this problem, situations where staff could be listed on both forms A and B were relatively rare.) Another respondent indicated that she would only list a principal on the *Teacher Listing Form* if the principal taught 50 percent of the time or more. Similarly, on form B, the principal would not list any speech therapists since they were listed on the *Teacher Listing Form* and spent most of their time teaching.

Issues associated with providing and recording information for listed staff

Use of instructions. As expected, the amount of attention respondents gave to the instructions varied tremendously—from one principal who thoroughly read all of the directions and referred to them constantly throughout the interview, to other respondents who briefly skimmed and never subsequently referred to the instructions. Half of the respondents fell into the latter grouping. Midway through the second page, one respondent remarked: "If I were filling this out, because I'm always rushing, at this point I'd probably stop looking at the instructions and figure I could figure it out better from looking at this (the form)." Even the principal who thoroughly read the instructions and referred to them frequently was not able to find all of the information she needed. *For instructions to have the greatest impact, they should be embedded in the item, or as close to the item as possible.*

The length of the instructions was somewhat of a "turn-off." One respondent said that "reading three pages of instructions is too much." In some ways, the *Teacher Listing Form* instructions are analogous to income tax instructions. Individuals will try to complete items and only refer to the instructions when they THINK they do not know how to answer an item. (When they erroneously believe they know how to answer the item, they will not refer to the instructions.) Accordingly, the problems detected with the instructions are concerns whose amelioration through editorial changes will improve data quality only for a few respondents. They will have no impact on the respondents who see no need to read these specific instructions.

The following specific problems or issues arose during the review of instructions:

- One respondent did not know what was meant by "Teachers of Ungraded Students." This term was not defined. However, cognitive researchers at the Bureau of the Census believe this is an idiosyncratic case and that a definition is not necessary. They suggested that it may be that schools which have ungraded students recognize the term and schools which don't may be confused but nonetheless don't have such teachers to list. (Zukerberg, 1997, personal communication)

- AIR's definition of teacher as "a certificated individual who teaches at your school on either a full-time or a regularly scheduled basis" was a source of confusion. The term "certificated" created questions about whether intern teachers or teachers working on waivers or emergency credentials should be listed. Defining teachers is unnecessary, in that all principals "know" what a teacher is. Defining teachers is like defining gender—it is not necessary.

  However, AIR's providing guidance about listing individuals who are not district employees (private contractors) was beneficial. The term "Private Contractor" served as a stimulus for at least one respondent, resulting in the listing of individuals not listed on the regular roster.

- One respondent read through the instructions twice, looking for guidance about how to order her listing of staff. A statement that any order (alphabetic, grade level, or random) is acceptable would have saved her some time.

The use of blanks to indicate "no." In completing the *Teacher Listing Form*, all of the respondents attempted to complete columns (b)–(h) from memory. When they did not know the correct answer, they would leave the item blank (occasionally noting their uncertainty with a dot or a pencilled-in question mark.) They verbally indicated to the cognitive interviewers which source(s) would be used to determine this information. However, due to time constraints, they did not attempt to collect this information.

Allowing an empty box to indicate a response is a procedure fraught with problems. Columns (e), (f), and (h) are really "yes/no" items, for which an "X" means "yes" and a blank means "no." Unfortunately, a blank also means omitted. Requiring the respondent to make a mark to indicate "no" represents a very slight increase in burden. It also would:

- Allow the respondent to easily identify missing elements, facilitating their resolution. This would improve the quality of the data. When reviewing the partially completed form, it is impossible for the diligent respondent to distinguish the blank boxes to be completed from those that mean "no." Even the respondent who indicated that some empty check boxes were to be reviewed by circling them did not circle all boxes for which she was uncertain.

- Permit imputation of missing data. If one cannot distinguish missing responses from "no" responses, it is not possible to impute missing values.

Additionally, one respondent verbalized that she felt uncomfortable about not having to make a mark in each column. It seemed strange to her to respond in this fashion.

Use of different codes to indicate responses. In completing forms, respondents employ a strategy known as "top-down processing" (Jenkins & Von Thurn, 1996). After completing one or two columns, respondents develop simple rules for completing the remaining columns and the other associated forms (i.e., "I should mark an 'X' to indicate 'yes'.") Accordingly, on forms B–D, most of the respondents would indicate the listed individual's assignments with an "X" rather than entering the person's number of paid hours as requested on the forms. This could result in the omission of critical information.

Computerization of data requests. At least two of the respondents volunteered the suggestion that the information be requested via diskette. "We hardly have typewriters anymore."

FORM A—The Teacher Listing Form (appendix F)

As previously noted, form A (the *Teacher Listing Form*) and instructions for its completion were copied from a draft version of the form and instructions provided to AIR by NCES on March 11, 1997. The NCES draft *Teacher Listing Form* was modified in the following ways:

- Instead of a single column for "Special Education" as a type of "Subject Matter Taught," two columns ("Special Education—Special Day Class" and "Special

Education—Resource Teacher") were used to distinguish different types of special education program service delivery. Given the interest in inclusive modes of service delivery and the reduced interest in segregated services, this change was implemented so that NCES could begin to refine the information gathered regarding special education services.

- In order to determine the proportion of time an individual spent engaged in teaching activities, the instructions in column (g) ("Teaching Status") were modified with the addition of an instruction to enter the proportion of full-time an individual was engaged in teaching activities.

The instructions were modified in the following ways:

- In order to provide a context for completion of forms B, C, and D and to indicate the types of teachers to be listed on form A, an introduction/overview was provided as part 1 of the instructions.

- The parenthetical phrase "Special Day Class and Resource Teachers" was appended to "Special Education Teachers" in part 2 of the instructions.

- The parenthetical phrases "List on form B" and "List on form C" were appended to Aides and Library teachers in part of the instructions.

- Definitions of "Special Education—Special Day Class" and "Special Education—Resource Teacher" were added to part 4 (to reflect the addition of similarly named columns to the draft form.

These changes and the associated format changes were relatively minor. ***Accordingly, most form A (Teacher Listing Form) problems discussed below apply to the version of the Teacher Listing Form currently being considered by NCES. They should be attended to, whether or not our proposed modifications will be implemented.***

Problems arising in completing form A–Teacher Listing Form

Listing individuals. One respondent was unsure about whether or not to list a teacher who was on long-term leave. The respondent reviewed the instructions for guidance, but none was provided. Eventually, this teacher was listed. Since this teacher was being replaced by a long-term substitute teacher, who was also listed, this decision lead to an over counting of staff. This respondent also asked if we were "interested in this year's staff." She knew of an individual who was part-time this year but will be full-time next year. Eventually, she decided we were interested in this year's staff.

Some respondents were uncertain about where intern teachers should be listed—are they to be considered as teachers (since they are not certificated) or are they to be considered as instructional aides (and NOT listed on the *Teacher Listing Form*)?

In one of the pre-pilot test sites, the school had a long-distance learning teacher. This is someone who is paid as a teacher and delivers instructional services to several schools over a television network. Since the teacher delivers services on a regularly scheduled basis (and is included as part of the school's budget, as well as being paid as part of other school's budgets), it seems as if the teacher should be listed. At first, it would seem appropriate to include such a person on the *Staff Listing Form* for the school. However, there is the potential for distortion in the measurement of resource intensity levels (as measured by program or class size) because this teacher serves more than just the students at the current school. A count of the hours of staff or teacher utilization (hours of class and related preparation time) in relation to the number of students served throughout all schools is required. The best policy might be to treat such a program as a separate site and count among the students served all of the students at all schools included. Moreover, it may be necessary to consider counting student hours of service since a simple head count might distort the intensity of the program. Further guidance on this issue will need to be forthcoming from NCES.

Column (b)–Grade range. One respondent was unsure about whether a special education teacher who taught mostly prekindergarten students should be listed, in spite of clear instructions that such a teacher should be listed. (The respondent only briefly skimmed the instructions.) Even after appropriately deciding that this person should be listed, the respondent was uncertain about what grade range he should check for this teacher. Most of the teachers' students were neither K-6 or 7-12.

Column (c)–Subject matter taught. We identified how different areas of instruction not listed on the form would be classified through both think-aloud and through projective techniques (for example, "How would you classify someone who taught art?"). In this fashion, we discovered that respondents would have trouble classifying teachers of computer courses. These teachers could be classified as either math, vocational/technical, or other subject matter teachers.

At least one respondent would have classified home economics as "Other" in spite of the fact that, buried in the instructions, was the direction to classify teachers of this subject as vocational/technical teachers.

We divided special education teachers into two categories—"Special Day Class" and "Resource Teacher." Several respondents used the terms "main streamed" and "inclusion." They explicitly looked for these words in the definition.

Respondents at two (of the six) schools asked "Why isn't PE listed? Every school offers PE."

Column (d)–Teacher's Race/Ethnicity. All of the respondents completed this item from memory. In some cases, items were omitted for specific teachers. However, respondents indicated they would be able to get the missing data from district records or other records. Completing the form from memory will almost certainly produce results that will differ from those produced through respondent self-report. An individual's racial identity is often different from the way others perceive him or her.

Additionally, if a "multi-racial" category is adopted, the number of mismatches would be expected to increase (Huberman & Levine, 1997). Accordingly, racial composition estimates produced by data from this form would not be expected to match estimates produced from the *Teacher Survey* data.

Column (e)–Teachers of Students with Limited English Proficiency. The definition of the term "teachers of students with limited English proficiency (LEP) does not seem to be effective. Respondents interpreted this construct idiosyncratically—that is, using the definition provided, some respondents labeled a teacher as a teacher of LEP students; others did not. Part of the problem may be the word "designed." The phrase "Teaches classes *designed* (our italics) for students. . ." was sometimes misread as ". . . designated for students." One respondent focused on the phrase "designed for" and decided that a teacher with ESL certifications using special ESL approaches to instruct LEP/NEP students in her class should not be counted as a teacher of students with limited English proficiency because the class was not "designed" for this purpose. The definition of teacher of students with limited English proficiency that was provided is a new definition and has not been used before. Although "designed" was deemed to be an essential part of the definition by NCES and the new definition seemed to facilitate comprehension for some respondents, there was no attempt to investigate whether "designed" was the element critical for increased comprehension or whether the listing of specific techniques were responsible (Zukerberg, 1997, personal communication). Use of these techniques was subordinate to the fact that this was just a "regular" class that had some LEP/NEP students.

All of the respondents regarded certification as an essential component. That is, if the teacher was not certified (or granted a waiver by the district's ESL office), he or she would not be marked as a teacher of students with limited English proficiency (as defined in the item). Fluency in another language was not sufficient. In one pre-pilot school, the respondent indicated that a teacher in the process of acquiring certification can teach LEP classes and would be considered as an LEP teacher.

However, a guidance counselor, who regularly made presentations to LEP students as part of her assignment, was considered to be a teacher of students with limited English proficiency. The implicit requirement for certification was not applied in her categorization because she was not a regular teacher.

Two respondents had a question about foreign language immersion classes and sought guidance about how to classify such teachers.

Column (f)–3 Years or Less. The conditional "or" in the phrase " . . .of teaching at this or any other school" was the source of error for one respondent. The word "or" provided a logical option to choose either "at this school" or "any other school." She chose this to mean "at this school" *alone*. This wording should be changed.

If respondents did not spontaneously discuss whether or not they would include private or college teaching experience as "teaching experience," they were explicitly asked how they would deal with such situations. Most (but not all) would include private teaching experience; one would include college experience. These decisions were generally based on the district's policies about granting credit for teaching experience. This would mean that individuals with identical experience would be considered as new teachers in one district and as experienced teachers in another—a situation that is clearly suboptimal.

One respondent was unsure whether the item referred to total teaching experience or to the number of school years in which the individual had been employed as a teacher. She decided the item referred to calendar years. If this is not the intent, the instructions should clarify this point.

Column (g)–Teaching Status. At one school, the normal full-time assignment was five periods per day. However, some teachers teach more than five periods (for extra pay). This means that an individual can be greater than one full-time-equivalent (FTE).

This item does not ask about the individual's teaching status *at this school*. Rather, it just asks about teaching status. As a result, most (5 of the 6 respondents) answered about the teacher's employment status with the district. For estimating costs at the school-level, this is a very serious problem.

One respondent asked about full-time teachers whose classes include prekindergarten students. (There are several such special education teachers at the school.) Are they to be considered full-time K-12 teachers? If these data are to be used to estimate the number of FTE teachers providing instructional services to K-12 students, further instructions are necessary.

Column (h)–Title 1. Four (or five) of the six schools that were visited for cognitive interviewing purposes did not receive Title 1 funds. At one of the schools, the principal informed us that the school had a Title 1 staffing allotment of 1.17 FTE teachers. They could use this allotment as they wished. It is worth noting that no one at the school was listed as a Title 1 teacher by either the respondent or the district. It appears that Title 1 funds could be used for class size reductions at a grade level. In fact, it is our understanding that more schools are using Title 1 funds under school-wide projects than in the past. This means that the funds will be less likely to be tied to the salaries of individual teachers or other staff. If this were the case, then all of the teachers at the grade level or throughout the school could be considered Title 1 teachers. Whether or not they would be so labeled is another question.

In another case, the respondent indicated that his school's students were much poorer than most other students in the district. It appeared that the school would be a likely candidate for Title 1 support. However, when he came to the "Title 1" column, he indicated that there was no Title 1 program at the school.

At one school, which did not receive Title 1 funding, the respondent was also the district's LEP/NEP coordinator. She thought that "some LEP dollars come from Title 1." She also thought there was some district Title 1 funding for special education. She indicated that she would have to check with the district about these things before filling out the item. If she is correct, it is unlikely that many school respondents would be familiar with these funding sources nor think of checking with the district to identify Title 1 supported teachers in this fashion.

FORM B— ***Certificated non-teaching school personnel (appendix E)***
FORM C— ***Aides (appendix E)***
FORM D— ***Other (non-certificated) support personnel (appendix E)***

Issues arising in completing forms B–D

Listing individuals. Although each of the forms was titled to indicate the type(s) of employees to be listed, most respondents read the column headings describing the specific types of staff to be listed and use this information as a memory aid or guide for completion of the form. For example, on form B, the respondent read "Principal, Headmaster" in the first column and then list the principal. Then, the respondent would read "Vice Principal and Assistant Principal" and list staff in those roles.

The above completion strategy can potentially create problems with respect to "Other" categories. Correct use of "Other" categories requires the respondent to appropriately generate a concept of the types of employees who should be included on the form but, for reasons unknown, were not listed.

As with teachers, some respondents did not consider people for whom they had no hiring, firing, or supervisory responsibilities as members of their staff. This was particularly true when these people were not district employees (such as county health employees or contractors).

One respondent was unsure about whether or not a nurse who provides hearing tests to all of the students each year should be listed. This nurse does not come on a regular weekly or monthly schedule, but is there once each year for this testing function.

In listing aides (form C), one respondent was unsure about how to list people (typically parents) who work for an hour or two at lunch time at the school. They perform mostly yard duty activities. There is a great deal of turnover in the position. Listing these people would be very difficult. In fact, the respondent did not bother to try to list them.

Listing respondents on more than one form. Our initial intention was to have employees listed on as many different forms as were appropriate to adequately describe their position at the school. However, as previously noted, respondents felt uncomfortable listing a person on more than one form. (As one respondent noted, "Listing the same person twice is foreign to me.") They would try to pick the form that best captured the person's duty.

One respondent moved a speech therapist from form A to form B, since it better captured her responsibilities (and since the category was explicitly listed). Conversely, another respondent would not list speech therapists on this form, since they were "better" described as teachers.

Time period of interest. There was no specific time period of interest specified on these forms. Since there is a good deal of transiency in some positions, it is advisable to indicate interest in staffing as of a specific date (e.g., "today").

Form B–Instructions. One respondent had difficulty pronouncing the word "certificated." This term was unfamiliar to him. He suggested that "non-teaching professional staff" be used in its place. The use of the term "certificated" lead another respondent to decide that a "student advocate" should not be listed. The student advocate was a person with a Marriage and Family Counseling Certificate, doing professional work. However, since the official position responsibilities did not require certification, the person would not be listed on this form.

Form B–Employment status column. At least two respondents classified employees with respect to their district employment status rather than with respect to their work for the school. (It seems probable that most also did this. However, these cases were detected as a result of the respondent's reporting an individual as full-time but only indicating 20 or fewer hours per week of employment at the school.) Since the question only asks about "the person's status," this is a reasonable interpretation of the item.

Form B–Hours worked per week columns. When completing the item for the principal (herself), one person commented, "That's a bad question. All of the administrators are salaried." Our wording, ". . .

NUMBER OF HOURS PER WEEK for which he or she is paid for performing. . ." did not adequately convey the intended concept.

Form C–Instructions. The term "Teaching Assistants" is used by the school (and district) instead of aides.

Form C—Bilingual Aides. Bilingual aides do not necessarily require certification. As a result, an aide who is bilingual will often work in a regular classroom setting. This makes it very difficult to estimate the number of hours per week such a person is working as a bilingual aide.

Form C–Other Aides. There are technology aides. These staff are difficult to classify in the categories provided, and don't seem to fit well into the "Other" category either.

At one school, there were several "one-on-one" (*personal*) aides. These special education aides provide services to autistic children. Since these children are served in several locations (including the general education setting), it was quite difficult to disaggregate the amounts of time spent in different settings.

Form D. Certain kinds of staff, such as bus drivers would be very difficult to list. They are only at the school for short periods of time. Furthermore, they are individuals for whom the respondents typically do not have supervisory responsibilities.

School District Data Collection

In this section, we present an analysis of two alternative approaches to gathering information on the salaries and benefits of the school-level staff included in the *Staff Listing Form*s A through D described previously. Both of these alternatives involve gathering data at the district level. The first approach involves gathering information on average salaries for various categories of school staff along with information about the benefit programs and payroll taxes paid for by the district. The three forms used in this approach include the following (these forms are presented in appendix E):

- ***Form 1— Form to collect salary and benefit information from districts***
- ***Form 2— Health and Welfare Benefits Per Employee Contributed by the District***
- ***Form 3— Other District Contributions to Certificated Employee Benefits, with Other Questions***

These forms were intended to provide estimates of the salaries paid to, and the benefits received by different types of employees in the district. The feasibility of their implementation was investigated through cognitive survey research techniques, including concurrent think-alouds during item completion and use of directive probes. However, since completion of these items would frequently require complex data abstraction tasks, think-alouds were most typically projective and rarely involved the actual completion of an item.

The second approach involves the proposed administration of a form to collect salary and benefit information for a sample of school-level staff. These school-level staff would be identified from the school staffing lists completed by the sample schools. Information from the district would be requested for approximately six individuals for each school (or schools) in the district.

Since the names of staff were not available at the time of the site visit, the feasibility of collecting this information was investigated through discussions with district staff. Staff informed project staff about the availability of such information, how often the data were updated, and answered questions about the specific nature of these data elements. For example, for "Years in District" we asked some of the following kinds of questions:

- *Was this element determined by subtracting date of hire from current date?*
- *What adjustments are made for leaves of absence?*
- *Did the number reflect number of years of full-time experience or calendar years?*
- *How were fractional years handled?*

Some cognitive survey techniques were employed in this activity, including think-alouds to indicate how such information would be obtained; requests for paraphrasing; and projective techniques.

Project staff requested district staff to provide staffing lists for each of the schools we proposed to visit in order to enable a validation of the *Teacher Listing Form* (and other staff listing forms) data provided by respondents during our school site visits. Project staff requested the district to provide as many of the background variables contained on the teacher listing form as were available. This request enabled investigation of both the availability of certain types of data from district records and the quality of these data. (In other words, if there was a discrepancy between the district's assignment of race/ethnicity information to an individual and the school respondent's assignment, project staff wanted to be able to evaluate which source would be the most accurate.) Results of these "validations" are discussed immediately following this overview.

After discussion of these list comparisons, there is an evaluation of the two different data collection approaches. This section begins with *General Issues*, discussing issues relevant to any collection of information from school districts, followed by findings from evaluations of the two district data collection approaches. Several of the elements requested on the school data validation printouts were also requested on the "Salary and benefit information form for selected district employees" (i.e., the second approach). So, discussion of the printout request with district staff informed the feasibility of collecting some of the data elements requested in this alternative approach.

Problems and issues associated with providing the information requested in each approach are discussed. It was felt that only the second approach might prove feasible. Recommendations for improving the second approach and issues involved with implementing this approach on a national level are discussed in the next chapter.

Comparisons of district and school staffing lists

Comparisons of school-level staffing lists, provided by districts with staffing lists developed at the individual schools, revealed many discrepancies. Table 3-1 summarizes these discrepancies and the reasons for their occurrence. Due to time constraints on the respondents, the "accuracy" of demographic information (such as teaching experience or race/ethnicity) could not be meaningfully assessed.

Matching staff across listings revealed that several teachers were listed differently because of name changes. Other less serious errors were the district's listing a 7th-grade teacher as a 6th-grade teacher.

Districts are not always aware of the positions filled by specific teachers or staff. Teachers may be listed by general categories. In one district, school accounting functions are handled by an individual with the job classification of secretary.

It does not appear feasible to identify school staff from district records. This is because:

- District records do not include private contractors or employees of private organizations as being school staff;
- Itinerant staff are not associated with a particular school in district records;
- Hourly staff are not always included with district listings of school staff;
- Districts sometimes exclude certain types of employees (such as employees who are going to retire) from certain data files (school staffing projections) that may be used to produce school listings;
- District records are sometimes inaccurate or outdated;
- District records cannot always be used to assign staff to particular programs within a school;
- The district record may only indicate a teacher's certifications rather than their actual assignments, and
- Other staff's job titles may not correspond to their actual job functions.

Table 3-1. Reasons for discrepancies in school staff lists from the school and district sources

Individuals appearing on district listing but not on school listing

- Teachers on sabbatical or other types of leave were included on two districts' lists.
- A teacher who had left (reason unspecified) was included on one district's list, probably due to district records not being updated.
- The replacement for the above teacher was included on the district's listing. The school failed to update their list and confirm their listing error.
- Educational clerical aide and School Public Health attendant were not listed by the school-level respondent because they are clerical and do not work in the classroom.
- Instructional assistant who began after start of school year and was not on list used by school-level respondent.
- One teacher appearing on a district's list was an unexplained mystery. "She never taught at this school."

Individuals appearing on school list but not on district listing

- Resource personnel who work only one day per week.
- Two teachers who were going to retire at the end of the year. (It appears that the district staffing list excludes staff who are retiring.)
- Driver education teacher—an itinerant teacher—was not included in one district's listing of staff assigned to a school. This teacher spends 45 days a year at the school.
- Psychologist who works only two days per week. District apparently did not have this person assigned to the school.
- Social worker who works only 1-2 days per week. District apparently did not have this person assigned to the school.
- Teaching assistant (hourly person) not listed. District did not list "hourly" staff.
- Clerical assistant (hourly person) not listed. District did not list "hourly" staff.
- Clinic room aid not listed. District did not list county health employees.
- Two school public health training assistants not listed. District did not list county health employees.
- Teachers who are private contractors (or who are employees or private organizations). The district does not list such people.
- Transportation staff could not be linked to any school by one district.
- In one district, project staff were explicitly informed that itinerant teachers are not considered to be school based. They could not be listed by school.

General Issues

Confidentiality issues. The provision of data about individual employees is something that is rarely asked of districts. Concerns about confidentiality and about the sensitivity and privacy of certain items (which, surprisingly, did not include salaries or benefits since these were matters of public record) were raised. In one district, the only item deemed sensitive was "date of birth." The respondent would provide year of birth without hesitancy. In another district, both "date of birth" and "race/ethnicity" were sensitive. In the third pilot district, the respondents were hesitant about providing information about any individuals. They would not do so unless specifically directed by the superintendent. Finally, in the district in which an informational interview was conducted, it would not be possible to collect information about race/ethnicity, since this information was not recorded, on advice of their attorney.

Computer systems. District record-keeping systems are sometimes in a state of flux. One of the districts visited was in the process of replacing their accounting/payroll/management information system. The information that was provided was based on their current system. They could only speculate on what might be available with their future system.

Another district was part of a consortium of small school districts in the county. For financial reasons, a common payroll system is used by all of the member agencies.

Larger districts prefer to provide computerized information. In response to a probe asking for suggestions, representatives of one district explicitly asked that they be allowed to provide information on diskette.

District staffing lists. Like schools, districts maintain a variety of personnel-related data files to meet their needs. Payroll records and files are common to all, although they may not be readily accessible. Some personnel information is usually stored electronically. The extent of information stored electronically will vary widely, with some districts still relying fairly heavily on paper files and paper records. It is reasonable to assume that more information will be available electronically as districts continue to expand computerization of their information and record-keeping systems.

FORM 1—Form to collect salary and benefit information from districts (see appendix E)

General. In spite of the explicit instruction on this form to include contractors, one respondent said she would ignore it because it would be much too difficult to get such information. Pragmatically, information about contractors (or their employees) is much too burdensome to try to extract from district records. These staff are paid through purchase orders rather than through payroll, and would require a search of purchase order records. In some cases, as when the individual is an employee of a private organizational contractor, the information about salary simply is not available from the district records.

In one small district, the respondent felt she would have to first request printouts from the district's records and then aggregate all of the data by hand to complete form 1. To do this, it would take her about a day.

In another district, this form evoked an immediate response: "I hate it!"

Column 1 (Job categories). The term "certificated personnel" was not well understood outside of the state of California. Its mispronunciation was an indicator of a comprehension problem, which was confirmed by subsequent probing. The term "Certified teaching (or nonteaching) staff" was suggested by one respondent as an alternative.

"Skilled maintenance personnel" was also a source of confusion to respondents in one district. This confusion could have been minimized with examples.

"Skilled trades" was confusing to another respondent. This respondent interpreted this term to mean that the respondent was "union and hired from a union hall."

Since no efforts were made to have respondents actually complete this form, we do not know how well the job categories listed would correspond to the job categories used for classification purposes by the districts that were visited. It is reasonable to assume that these categories would need to be field tested and modified.

Column 2 (Average hourly rate of pay). This item was a red flag for one district, which refuses to provide average hourly pay rates. In the past, they had done so. However, this triggered dissatisfaction among their staff who felt they were being underpaid relative to other districts. The district maintained otherwise—in comparison with other districts, their staff was younger, producing the apparent inequity. Accordingly, they have developed a policy. They would be willing to provide high and low salaries from their schedules, but not averages.

Another district that did not have such prohibitions also viewed averages as unduly burdensome. This district could easily provide a range of salaries from their salary schedules, and would definitely prefer that the item be asked in this way.

Certain of the listed categories, such as transportation personnel, would include a wide range of positions. Unskilled transportation maintenance staff could be included, as well as transportation supervisors. A salary range could be very deceiving.

Column 3 (Total paid hours per year). One respondent wondered why we wanted this (*"paid hours"*) for teachers. It didn't make sense to her—teachers are paid for the days they work, not the hours they work.

In another district, exactly the same point was made. Teachers were paid annually, so it would be tedious to calculate an artifactual hourly rate of pay and an artifactual number of paid hours per year.

Column 4 (Health and related benefits). In one district, this question was the source of ire. They would just say "20 percent"—that's how they classify all benefits. This figure would also include benefits listed in column 5.

Another district interpreted "average annual amount per employee" literally. All of the employees in the category, including part-time employees, should logically be included. To answer this item, the total amount of benefits would be determined and then divided by the number of employees.

Further complicating calculations is the fact that some employees do not take certain benefits. (For example, if a person is covered by a spouse's dental plan, they will not take this coverage.) Since there is a predetermined benefit rate, negotiated by the employee's bargaining unit, making adjustments for these people would be extra work. So, the district would probably use this predetermined rate to avoid extra work.

Column 5 (Other benefits and payroll taxes). Disaggregation of this column from the "20 percent" total benefits offered by one district would be a problem. The only readily available figure for this district was the aggregate 20 percent; they would have left this column blank and added an explanation.

FORM 2—Health and Welfare Benefits Per Employee Contributed by the District (appendix E)

General. One respondent interpreted the instructions as asking about the *total* amount contributed by the district for all employees. The use of the phrase "for the *typical* employee" did not convey the fact that an average value was being solicited. Nor was this conveyed by column headings asking about the "Contribution for ... benefit items per employee per year for..." Interpreting the items in this fashion, it would take a small district two days to complete the form. The word *"typical"* was a problem in another district, since there was no definition of this term.

This respondent asked about the time period of interest. (None of the forms are tied to a particular year.) She chose to respond to the items as if they referred to the last school year. This choice was based on the fact that such data are "closed and accessible," meaning the financial books were closed and accurate data could be easily provided.

Categories of employees. In this form (as well as on the first form), employees were dichotomized into "Certificated" and "Non-certificated" categories. These categorizations were developed as a result of previous studies conducted in California and a few other states. Examples were provided for each of these types of employees. Unfortunately, most of the districts use different schema for classifying employees for benefits purposes. In one of the districts, secretaries, aides, and technical staff get the same benefits as teachers. Listing these employees with "non-certificated staff" made no sense to the district, from the perspective of benefits. Furthermore, in two of the California districts visited, there were employees who respondents felt uncomfortable classifying in either of the two listed categories ("certificated" and "non-certificated"). So, the basic organizational structure of form must undergo major revision to allow its use by most school districts.

Categories of health and welfare benefits. Since "cafeteria plan" is included in the part E definition, it should also be a part of the instruction. When the respondent read the instruction, she asked out loud if it referred to cafeteria plans.

One respondent also commented about "Other employee benefits": "These are very different types of perks—they are not health and welfare." She is correct.

Row F. Other contributions for employee benefits. This item was a real challenge. "Transportation and meal expenses" were interpreted to mean "per diem travel expenses" by one respondent. This respondent would also include an employee's voluntary contributions to a pre-tax health plan in these benefits.

In another district, one respondent commented, "What a tiny space (to list 'Other" benefits) for such a complicated question." Meals were again interpreted as referring to per diem meals (rather than free or reduced-price meals at school).

Several of the benefits listed (e.g., tuition reimbursement) are used only episodically. Finding out more about their use would require a review of purchase orders. This is simply too much work to expect of respondents.

FORM 3—Other District Contributions to Certificated Employee Benefits and Other Questions (appendix E)

General. One respondent completed this form by requesting printouts. She used these printouts to calculate percentages by adding up all of the benefits and then divided by the total salaries. She also excluded substitute employees and only counted permanent staff in her calculations.

Another respondent commented about the absence of Medi-Care (or Medi-Cal, the state's version of Medi-Care). Its exclusion did not make any sense to her, even though only a few employees received this kind of benefit.

In a third district, the respondent indicated the probable use of an estimation approach for retirement, by picking one employee and using this figure to estimate everyone's retirement. Other items were estimated from memory.

Categories of employees. Again, the simple dichotomy proposed was inadequate for classifying employees with respect to benefits. Benefits are typically a function of the employee's bargaining unit rather than being linked to the presence or absence of certification.

Other questions (about Social Security benefits and benefit eligibility). One respondent indicated that a few district employees were eligible for social security. Accordingly, she answered "Yes" to the item about whether the district makes contributions to Social Security on behalf of its employees. In other words, she interpreted "Does your district make contributions to the Social Security System on

behalf of its certificated/non-certificated employees?" to be asking about any employee rather than about employees in general. This is a reasonable interpretation. Unfortunately, other respondents may reasonably interpret the item to mean "in general."

The items about percentage of full-time employment (or number of hours worked) required for full benefits was a source of confusion to one respondent. She indicated that for some benefits, there were no requirements; for others, there were. In other words, she did not know whether being eligible for full-benefits meant "eligible for any full-benefit" or "eligible for all full-benefits."

Most of the districts indicated that their benefits were prorated. This information is not captured anywhere, and might lead to the simplistic interpretation that part-time staff do not receive any benefits.

ALTERNATIVE DATA COLLECTION APPROACH: Salary and benefit information form for selected district employees

General issues

Confidentiality. The greatest problem associated with this approach was confidentiality. One district reported that they are not used to getting requests about individuals and would not provide these data unless explicitly ordered to do so by the superintendent.

As previously indicated, certain elements of this form were considered sensitive. In one district, the most sensitive field was "date of birth." The respondent did not have any problem with year of birth. In another district, the sensitive fields were "race/ethnicity" and "date of birth."

Burden. All of the respondents felt that this form would be less burdensome to complete than forms 1-3. However, the number of listed individuals on the form was not explicitly defined. In larger districts, it is possible that dozens or hundreds of staff would be listed. For example, in New York City, it is estimated that this sample of individuals could include 456 staff. In districts such as New York, Los Angeles, Chicago or other large districts, it is strongly recommended that a computerized listing of staff be provided. Arrangements for the provision of information as an electronic data file in these districts is also strongly recommended.

Computerization. One district spontaneously volunteered the fact that they would prefer to provide information on diskettes. As noted above, for large districts, this is almost essential.

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[1] There were 76 schools with New York City's CCDIDLEA in the 1993-94 *SASS School Survey* data file. If six individuals are selected from each school, information would be requested for 456 staff (6 x 76).

Individuals for whom salary and benefit information is not available from district records. There are certain school-level employees for whom it is either infeasible or impossible to get salary and benefits information from district records. These include:

- *Employees of public agencies other than the school district.* In some districts, county health nurses and aides provide services to school children. Some county health department also provide day care services.

- *Contractors.* Individuals who are private contractors or are employed by private organizations were exceedingly difficult to identify from district records in all of the districts that were visited. These types of people (or their employers) are paid through purchase orders. They are not part of the regular payroll system. Searches through purchase order records, although theoretically possible, would place unreasonable burdens on respondents.

Salary and benefit information form for selected district employees—specific comments

Column 3–Race/ethnicity. In two of the districts, race/ethnicity was based on self-identification at the time of application for a position. Since this is an optional field, such information is not available for everyone.

One district has recently changed its system for categorization of race/ethnicity through addition of a multi-cultural category. They anticipate that many of their staff will choose this new option. Basic demographic information on staff is updated every seven years. Since this new category is incompatible with those currently used by NCES, it will not be possible for the district to provide race/ethnicity staff counts using categories convertible with those used by NCES.

In another district, an expanded coding system was employed to include more specific codes for Asian/Pacific Islanders. These codes could easily be collapsed into standard race/ethnicity categories. However, multi-cultural (if adopted) would be difficult or impossible to get from these records.

In one of the informational interviews, a district informed us that information on race/ethnicity was not part of any district records, on advice of the district's attorney. The only way such information could be obtained was through access to a special data collection conducted by the state (California).

Column 5–Years in district. Districts can provide information about tenure in the district relatively easily from their computerized records. Information about experience in *other districts* (especially if there is no retirement system credit given for this experience) may not always be available on-line.

In one district, teachers were given credit for all teaching experience (including out-of-state, private school, AND college teaching). This is used to determine placement on their salary schedule. And in another, there were also separate data fields for public experience, in-state experience, private experience, and trade experience. Care needs to be taken to insure that appropriate data fields are chosen. If this item is intended to capture experience (denominated in FTE years), problems will

arise. None of the districts maintained an employee history file with records of leave and return dates. It is not uncommon for educators to take leaves of a year (or longer) and then return to the profession.

Column 6–Highest degree earned. In most districts, this information will not be available in electronic data files for nonprofessional staff. For teachers, this is an important field and is typically updated with changes in education status, because this is a factor that determines salaries. However, for other staff, there is no real motivation for staff to inform the district of further education (post-hiring).

Column 7–Hourly rate of pay and Column 8–Total paid hours per pay period. One respondent had difficulty with this, since teachers and principals have annual salaries. In order to calculate hourly salaries, she said that she divided the annual salary by the number of days of work (182 for teachers; 210 for principals) by the number of hours per day they work (6.75 hours for teachers; 8 for principals). To calculate the number of hours per pay period, she multiplied the number of days per month of work (21 days) by the number of hours worked per day (6.75 for teachers; 8 for principals and custodians). For the number of pay periods per year, she put in 10 for teachers, 11 for principals, and 12 for custodians. *This seemingly reasonable and systematic approach would result in errors in our estimates of annual salaries (if we were to multiply hourly rates by total paid hours per pay period by the number of pay periods per year provided by the respondent.) The use of 10 pay periods implies a teacher is paid for 10 × 21=210 days; the use of 11 pay periods assumes that a principal is paid for 11 × 21=231 days per year; the use of 12 pay periods assumes that a custodian is paid for 12 × 21=243 days per year.* Compelling respondents to convert their record-keeping units to different units requested on a form will always introduce the possibility of an avoidable math error.

Another respondent said that asking about total paid hours per pay period and number of pay periods per year seemed strange, particularly for people with an annual salary.

Column 8–Total paid hours per pay period. There were slight differences in teaching requirements that were necessary to be labeled as a full-time teacher in the high school district visited. Normally, a full-time teacher is expected to teach five periods a day. Department chairs can teach only four periods. They are given release time or an extra stipend (to teach five periods). This information would not be difficult for the district to determine.

Column 10–Health and related benefits. The combination of benefits included in the example provided in this item was criticized as "mixing apples and oranges."

One district reported that they are self-insured. The instruction provided for dealing with such cases ("please estimate the average amount contributed per employee") created confusion. It caused the respondent to double-count health insurance benefits since these benefits were already included as part of the dollar amount of the benefits package.

Chapter 4
Recommendations for Revisions in SASS

Introduction

The previous chapter presented an analysis of the school and district-level data collection forms which were pilot tested as part of this project. Based on this analysis, the project staff have developed revised data collection forms and procedures which reflect the problems and difficulties encountered during the pre-pilot and pilot tests that were conducted.

This chapter presents a discussion of our recommendations for gathering information on the quantities and costs of school-level staff. Samples of the redesigned data collection forms accompany this report in a separate packet of materials.

The final section of this chapter presents some recommendations for additional questions which could be administered concurrently with other *SASS* surveys in order to enhance the value of the information gathered through the data collection forms produced by this project.

The booklet of data collection forms has been prepared to look similar to the forms and booklets used in the past by NCES. We have left blanks or notes in the forms in areas where further guidance from NCES is needed.

A Reiteration of the Goals of the Project

The purpose of this project is to provide recommendations for NCES that may be used to redesign *SASS* data collection forms and procedures to gather better information on the levels and types of staff utilized at the school site. We are interested in addressing the following questions:

- What kinds of staff are utilized by public and private schools around the country?
- How are these staff organized by program or type of service delivery system to provide educational services?
- What kinds of services are these staff providing?

General Recommendations

Recommendation 1

Forms should be designed so that each and every person providing services to or for the school on a regular basis is listed on one (and only one) form.

In order to obtain a comprehensive picture of school-level services, we believe that it is necessary to gather information not only on the employees of the schools and districts, but also those individuals who may actually be employed by other public or private agencies and who are contracted and paid by the schools or district to provide services at the school site. The importance of this is that some services, such as nursing, therapy, custodial, or food services, might be provided by school district employees in some districts, while these same services might be provided through contracted services from other public or private agencies in other districts.

We also want to devise ways of attaching salary and benefit costs to these school-level activities. About 80 percent of the average school district budget is accounted for by personnel salaries and benefits. It is estimated that another 5 percent is accounted for by contracted employees. Thus, if we are able to account for all of the personnel resources allocated and utilized at the school-level through these proposed instruments, we will be able to account for a good deal of what goes on in schools. Recommendations regarding how this might be accomplished are presented later in this chapter.

The recommended data collection instrumentation involves gathering information on the hours of staffing for all individual staff who are either employed or contracted by the school or district to provide instructional, instructional support, or administrative services at the school site. The school-level forms include the following:

- ***Form A, Professional Staff Listing Form***
- ***Form B, Instructional and Student Support Assistants (Aides) Staff Listing Form***
- ***Form C, Other Staff Listing Form (excluding transportation staff)***

Recommendation 2

Forms A and B used in the pre-pilot and pilot tests should be combined into a single form A.

There are two reasons for this. First, it facilitates the identification of professional staff who might also fulfill a teaching role. Second, it permits the respondent to include all of the pertinent information about a single individual on one form and one line rather than on multiple forms, as was the case for the forms used in the pilot test.

Recommendation 3

All of the staff listing forms should reach the schools on or around October 1.

Virtually all of our respondents indicated that the first and last month of school are extremely busy and such data collections would not be welcomed during this period of time. The months of October and November are often used by states for their own data collections. To the extent that the information requested is similar to the information being requested by the state, it may reduce burden to conduct the data collection at the same time.

AIR has developed a booklet for collecting the staff data from the school. Obviously, data collection booklets of different sizes will have to be sent to schools of different sizes. Based on existing data currently available from previous administrations of the *School Survey*, one could estimate the numbers of individuals of the three types (corresponding to the three forms) expected in schools of different sizes (that is, enrollment levels) and thereby estimate the sizes of the booklets necessary for each school. Based on assumptions about the numbers of staff in different size schools, table 4-1 shows the number of pages of each form required for schools within the ranges of specified size.

Table 4-1. Estimated size of forms required to list staff for school of varying enrollments

Enrollment of School	Percentage of Schools in Enrollment Range	Estimated Number of Pages of Forms Required to List Staff		
		Form A– Professional Staff Listing Form	Form B– Instructional and Student Support Assistants (Aides) Listing Form	Form C– Other Staff Listing Form
Less than 200	18.8	1	1	1
200 - 399	25.2	2	2	2
400 - 749	37.2	3	3	3
750 - 1,499	16.0	6	5	6
1,500 - 1,999	1.8	9	7	9
2,000 - 2,999	0.9	12	9	12
3,000 - 3,999	0.1	17	13	17
over 4,000	—	21	16	21

—: Less than 0.1 percent. Only 20 schools (of 85,314 schools with nonzero enrollments) served more than 4,000 students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data Survey: 1993-94

Recommendation 4

NCES should administer all staff data collection booklets at the same time as the data for the Teacher Listing Form is collected.

Based on the results of our pre-pilot and pilot tests, completion of forms requiring the listing of all staff resulted in a more complete listing of teachers on the *Teacher Listing Forms*. While the staff listing forms included in the booklet include staff beyond those which would have been included in the original *Teacher Listing Form*, they elicit better and more accurate information. This more detailed and accurate information may be used to exclude individuals that NCES does not want to include in the sample of individuals scheduled to receive the *Teacher Survey*.

The additional burden imposed may well increase both instrument and item nonresponse. To assess these costs, a larger pilot test is recommended.

Recommendation 5

NCES should request information about hours of work for all staff working at the school.

This recommendation encompasses two elements: first, that hours of work data be gathered and second, that such information be gathered on all staff. The rationale for this recommendation is as follows.

Significantly improving the quality of information on staffing over that currently provided by the *School Survey* (for example, head counts of full-time and/or part-time staff by job category) requires requesting information on the hours of work of individuals. This provides information which allows the analyst to estimate the intensity of different kinds of services in relation to the numbers of children enrolled in the school.

Second, asking for hours of work per week in the school for each staff member will increase the likelihood of obtaining more accurate information on whether an individual teacher (or for that matter any other staff member) is working full-time or part-time in the school. The emphasis on the individual being full-time or part-time, which tends to be a characteristic that describes the individual's relationship to the district, is virtually eliminated. We anticipate that placing the emphasis on the *number of hours each individual provides service at the school* will increase the likelihood that the respondent (e.g., the school principal) will answer the question from the perspective of the individual's relationship to the school rather than the district.

Third, asking for hours information for teachers has the advantage of increasing the probability of obtaining more accurate information on other staff for whom we need to measure intensity of services. As suggested previously, because individuals will employ top down processing, the fact that the former *Teacher Listing Form* asks only for an 'X' marked in the column corresponding to the type of teacher tended to cause some respondents to miss the request for the more detailed information on hours of work which are desired for all non-teaching personnel.

Recommendation 6

The booklet needs to include a cover letter which provides an overview of the purpose of the data collection activity.

A cover letter has been created which provides an overview of the data collection activity and explains that all individuals (with the exception of transportation staff) who work at the school on a regular basis are to be listed on one of the three forms (A, B, or C). Staff who work on a "regular basis" includes staff who work at the school on either a regular weekly or monthly schedule, or work at the school at specific times each year (for example, a teacher of drivers' education who is only available during one semester).

The cover letter we have prepared indicates that the information should be gathered as of a specific date (for example, "today" or "the first working day in October"). We seek further guidance from NCES about the date that should be provided.

The cover letter also indicates that the data being requested will only be used for statistical purposes and not released in any way to allow the identification of any particular individual, school, or district. In addition, it indicates that provision of the requested information is permissible under federal law—that there are no legal reasons why these data cannot be provided to NCES.

Recommendations for Form A

Basic Instrument Design

Recommendation 7

With the exception of the hours worked in assignment data fields, respondents should be instructed to make a mark in each cell.

The use of "blanks" to indicate "no" should be avoided in nearly all situations. Blanks prevent the diligent respondent from easily scanning the partially completed form for missing information and also make imputation impossible.

Recommendation 8

An example line should be printed as the top line of each form.

This line will serve as a model for completion of the remainder of the form and minimize the likelihood of incorrect "top-down" processing rules being applied. Example lines provide the respondent with a benchmark for the magnitudes of the numbers expected and will, thereby, reduce errors in interpretation as well.

The Instructions

Recommendation 9

Instructions on all of the forms should be placed directly on the forms or in the data collection booklets as close as possible to the columns in which the information is to be entered.

Most respondents will not thoroughly read the instructions nor be able to retain all of the information contained therein. Respondents should be encouraged to refer to instructions to answer any specific questions they might have and to handle problem situations. Therefore, we recommend that the instruction on the *Teacher Listing Form* that say "PLEASE READ INSTRUCTIONS ON PAGES 1 THROUGH 3 BEFORE CONTINUING" should be removed. Our proposed format (attached) places the definitions and instructions more proximal to the relevant items.

Recommendation 10

The instructions for including or excluding certain individuals should be modified the following ways:

- Teachers who are currently on long-term leave for four or more continuous weeks should be added to the "Omit from Form A" list. (These teachers are often considered to be part of the school's staff, even when on leave.) If they are replaced by a long-term substitute teacher who will be listed as staff, this will cause double-counting.

- "Student teachers who are working at the school to earn credit for teaching experience and who are not paid." should be added to the "Omit from Form A" list. (These individuals may be considered part of the school's staff by some principals and are seen as being very different from volunteers.)

- To ensure that teachers who are not school district employees are listed, "Please list all...staff..., regardless of whether the individual is an employee of the school district, another public agency, or a private contractor/organization" should be added to the "Include on Form A" list and/or to the general instructions.

- "Intern or probationary teachers who have completed all of the course work required for certification and who are in a paid position that will permit them to fulfill their teacher certification requirements" should be added to the "Include on Form A" list.

Recommendation 11

The professional Staff Listing Form (which now encompasses the old Teacher Listing Form) should be changed in the following ways:

- *Column (a) Teacher's name*

The following instruction should be added to prevent individuals from making unnecessary work for themselves:

- Teachers may be listed in any order. They do NOT have to be listed in alphabetic order NOR do they have to be listed in order of grades served.

- If our proposed professional staff listing form is used, the instruction should be worded as: "Staff may be listed in any order. You do NOT have to list in alphabetic order."

- *Columns (b) Grade range*
  As part of the Grade Range instructions, the following should be added:

  - "If a teacher teaches mostly prekindergarten students, mark the box for the grade of most of the non-prekindergarten students this person teaches. NOTE: If a teacher only serves prekindergarten students, she or he should NOT be listed on this form." *NOTE: This suggestion is relevant if only minor changes to the Teacher Listing Form are anticipated.*

  - We feel it would be preferable to provide the following instructions in the Column labeled "Grade Range Taught": "Enter the number that corresponds to the grade range taught by this individual. 0-No students taught; 1-Mostly/entirely prekindergarten; 2-Mostly/entirely K-6; 3-Mostly/entirely 7-12; 4-Equal number of K-6 and 7-12; 5-Mostly/entirely ungraded."

- *Columns (c) Subject Matter Taught*
  Better instructions for classifying certain subjects need to be provided. It is preferable to list examples directly on the form. If not feasible, they should be included on directions, which should be as close to the item as possible.

  - Computer teachers can be considered math, vocational/technical, or other. (Since arguments can be made for all of these categorizations, we seek guidance from NCES about the appropriate category in which computer classes should be included.) In the absence of this guidance, no directions have been added to our draft form.

  - Home economics should be listed as an example of "Vocational/Technical" on the form. We suggest the following wording: "Vocational/Technical (such as wood shop, business, home economics)"

  - The phrase "mainstreamed or inclusion" should be added to the definition of "Special Education Resource Teachers/Specialist": "Special Education Resource Teachers/Specialists who serve small groups of students with disabilities either while in a regular classroom (main-streamed or inclusion), through pull-out programs in a separate resource room, or in classes on specialized subject matter specially designed for students with disabilities."

This definition should appear the first time the phrase is used (i.e., in the listing of which types of teachers should be included.)

— "Physical education/health" should be listed. All schools offer this subject, so respondents expect to see it listed. It can either be listed as its own subject or as an example under "Other."

— "Long distance learning teachers" need to be dealt with. We seek guidance from NCES about whether they should be included as regular teachers, omitted from the listing, or whether specific criteria need to be employed to enable decisions about their inclusion or exclusion to be made. In the absence of this guidance, no change has been proposed.

- *Column (e) Teachers of Students with Limited English Proficiency*
  We do not know whether this item is intended to include only teachers certified in this area. An instruction, incorporated into the item, should clarify this point. We seek further guidance from NCES about this issue.

  — The phrase "classes designed for" can be eliminated. It seems to add little and has confused at least one respondent.

  — This item should be asked as a "Yes/No" item to permit missing data to be distinguished from "No" responses.

- *Column (f) 3 Years or Less*
  The phrase "at this or any other school" should be omitted from the column description since it was misinterpreted by at least one respondent. "Individual in his/her 1st, 2nd, or 3rd year of teaching" is quite adequate to describe the tenure require. However, explicit instructions about including or excluding private school experience (as well as college teaching experience) need to be provided. (We do not know whether the item was intended to capture these kinds of experience and seek guidance from NCES on this issue.)

  — This item should be asked as a "Yes/No" item to permit missing data to be distinguished from "No" responses.

- *Column (g) Teaching Status*
  In order to determine an individual's teaching status at a school, it is necessary to ask the number of hours they are paid to work as a teacher. "Full-time" and "part-time" are labels that are applied from the district's perspective.
  — Some K-12 teachers also provide instructional services to prekindergarten students. If the focus of this survey is K-12 teachers, special instructions will have to be developed to describe adjustments of their FTE hours to reflect the proportion of their classes (or caseloads) which are comprised of prekindergarten students. We await further guidance from NCES on this issue.

- *Column (I) Title 1*
  This item is a candidate for deletion. The ways in which Title 1 funds are disbursed will often make it difficult to determine whether or not a teacher is paid in full or part by Title 1 funds. School-level respondents are also not always the most knowledgeable informants about implementation of funding mechanisms. That is, there may be Title 1 funding, but the respondent may not recognize it as such. The district Title 1 office would be a much better source of this information. Although we have not deleted this item on our revised version, we are very concerned about respondents' ability to provide this information.

Recommendations for Forms B and C

Recommendation 12

The following specific changes should be made to forms B and C for instructional and student support assistants (aides) and other staff, respectively.

- Change the name of the Aides *Staff Listing Form* to the *Instructional and Student Support Assistants (Aides) Staff Listing Form* to include other common jargon.
  - Technology aides should be listed as either their own category or as an example of the type of person to be included in the "Other" category.
- On the *Instructional and Student Support Assistants (Aides) Staff Listing Form*, we recommend that the forms aggregate yard duty or lunch-time aides who work five or fewer hours per week. Often schools (especially elementary schools) have a number of these individuals. There is no need to obtain data on each individual. In order to save respondents from unnecessary work in completing the forms, we have designed instructions to indicate that these individuals who work five or fewer hours per week can be aggregated into a single line on Form B (Aides).
- On the *Instructional and Student Support Assistants (Aides) Staff Listing Form*, we have deleted the column for bilingual aide.
- On the *Instructional and Student Support Assistants (Aides) Staff Listing Form*, we have simplified the specification of special education aide time as follows: time spent in a self-contained special education classroom versus time spent performing all other special education aide duties.
- On the *Other Staff Listing Form*, we recommend that the forms aggregate staff who work five or fewer hours per week. Detailed information on each individual is not needed. So, to save respondents from unnecessary work, we have developed instructions to indicate that individuals who work five or fewer hours per week can be aggregated into a single line on form C (Other Staff).

Recommendations for District Forms 1–3

Recommendation 13

We do not feel the approach embodied by these forms is feasible for implementation. It should be rejected. Accordingly, we will not propose any specific recommendations for dealing with the problems and issues associated with their implementation. To do so would be analogous to sanding firewood.

Recommendations for Alternative District Data Collection Approach: Salary and Benefit Information Form for Selected District Employees

Recommendation 14

NCES should select a sample of individuals from the Staff Listing Forms recommended for this new data collection and gather information on their pay rates, benefit rates, payroll taxes and personal background and experience.

This data collection would occur after NCES had received the staff listing forms from all schools included in the sample. After *Staff Listing Forms A, B, and C* data entry, a sample of staff would be selected. This sample would be stratified across schools by type of staff. We would recommend that the sample be of sufficient size in each category to permit analyses across the samples of school districts. If one selected samples of school personnel of approximately the same size as the sample of principals (an average of approximately one for each staff category per school), this would be sufficient to conduct analyses of variations across districts. Samples would be stratified according to the following groupings:

From *Staff Listing Form A–Professional Staff Listing Form:* a random selection of anyone listed on this form. This sample would include teachers and principals as well as other professional staff. It would be used primarily for the purpose of analyzing benefit rates for different categories of personnel.

From *Staff Listing Form B–Instructional and Student Support Assistants (Aides) Staff Listing Form*: a random selection from anyone listed on form. This sample would include instructional and other assistants or aides employed by the school. This sample could be used to analyze pay rates and benefits across categories of aides, geographic locations and over time.

From *Staff Listing Form* C–Other *Staff Listing Form*: a random selection of one individual from each of the following groups:

- Secretaries and other clerical support staff;
- Other administrative, technical, and business personnel;
- Skilled trades (such as plumber, electrician, and mechanic); and
- All other staff (custodial, cafeteria workers, security personnel, and other)

These samples would include all other school-level staff employed at the school, and could be used to analyze pay rates and benefits across job categories, geographic locations and over time.

Thus, NCES would end up with six individuals per sampled school. Each personal category sample would have approximately the same number of individuals as there are schools in the sample.

Rationale for Gathering Data on Individual Non-teaching Staff Salaries, Wages and Benefits

The pilot test indicated that wage and benefit data on individual staff are easier to obtain from districts and imposed a significantly lower response burden. Moreover, these individual data, when combined with the information obtained through the teacher and school administrator surveys, provide a valuable tool for analyzing the patterns of school-level costs among various functions and programs offered within schools, across geographic locations, and over time. To be concrete, this section of the final report describes how these data might be used for all of these various purposes and how staff might process these data in order to make them as valuable as possible for the research and policy community who might use the data.

- ***Improving data on benefits and personnel compensation***

  One of the uses of these salary, wage, and benefit data are to improve the information generally on the compensation of school personnel. Currently, the only data we have for teachers and school administrators are data on salary levels. Although *SASS* currently gathers some information on the types of benefits offered to teachers and school administrators, there are no data which would permit the analyst to estimate the value of such compensation. What is required is information on the cost of district contributions to benefits for various types of staff. The data on individual staff provide information from which estimates of the cost of these district contributions can be made for all staff within a given type of district.

  The benefit packages for certificated non-teaching personnel are generally very similar to those for teachers and school administrators. Thus, the information gathered for the samples of certificated non-teaching staff can be used to estimate benefits for teachers and school administrators.

  The data requested in the individual survey include two benefit items: the lump-sum contributions for health and related insurance premiums made by the district on behalf of each

employee included in the sample and the contributions to retirement, unemployment, and other payroll taxes made by the district on behalf of each employee. Collection of benefit data requires a careful delineation of benefits, which are paid on a fixed amount per employee basis (e.g., health and major medical insurance), versus those which are specified as a percentage of salary (e.g., retirement, disability insurance, worker's compensation). If these two components are combined, previous experience in gathering such data indicate that district administrators are inclined to report a single benefit rate as if it applies to all employees equally well. For example, they may report a benefit rate (encompassing health insurance contributions as well as retirement and payroll tax contributions) of 25 percent to apply to all salaries. But, in fact, such a single number distorts the actual rate that should be applied to a given individual.

For example, consider two teachers in the same district: one earning $25,000 per year and the other earning $50,000 per year. Suppose that each is entitled to full medical coverage at a cost to the district of $5,000 per year per employee. In addition, assume the district contributes 12 percent of salary to a combination of retirement and other payroll taxes for each employee. Benefits for the teacher earning $25,000 per year amount to $8,000 per year (=$5,000 + .12 × $25,000), while benefits for the teacher earning $50,000 per year amount to $11,000 (=$5,000 + .12 × $50,000). In the first case, the benefit rate is 32 percent (=100 × $8,000 /$25,000), while in the second case, the benefit rate is 22 percent (=100 × $11,000/$50,000).

Therefore, if one is able to obtain an estimate of the per employee contribution to insurance premiums as well as the percentage rate contributed for those benefits that are provided as a percentage of salary, then one can use these two figures to estimate what the district contribution to benefits would be for any similarly situated employee.

In some instances, benefits are not necessarily paid by the district employing the individual, but rather are paid for by the state. For example, at one time New York state used to make payments on behalf of teachers to the retirement system, and the state of Kentucky provides a benefit package to certain categories of school personnel. While this may not be as important in comparing salaries within states, it is certainly important in conducting cross-state analyses of salaries and benefits. It is for this reason, that it is necessary to ask the additional information about the extent to which the state may contribute to benefits for employees of public schools. Such information is best obtained directly from the SEA.

Another complicating factor in the determination of benefits for school employees revolves around the differences in the contract year for various categories of school personnel. That is, some school district employees such as teachers and instructional aides, are employed only for the academic year, while others like district-level administrators and certain categories of maintenance or support personnel, are employed year-round. For year-round employees, benefit calculations may require inclusion of vacation or other leave time. To avoid this problem, one can simply ask for information on total paid hours for an employee and make sure the request includes any paid vacation or holidays so that an appropriate annual salary can be determined. It is this annual salary that is important for the determination of costs.

- ***The costs of school services***

Ultimately, this project has been directed at improving the quality of the information on how resources are allocated and utilized at the school-level. The quantities of staffing data by job title and programmatic orientation (e.g., regular education, special education, Title 1, and bilingual/ESL) gathered through the staff listing forms proposed as part of this project provide a way of exploring the patterns of resource allocation and utilization. Combining these with pupil counts in the various programs provide a mechanism for looking at variations in staffing ratios or intensity across programs.

However, one of the objectives of this analysis was to be able to use the common metric of dollars to permit one to aggregate the levels of resources at the school-level by object of expenditure, program, or function. Accomplishment of this objective requires estimates of the levels of compensation of various categories of employees. The recommended samples of various kinds of staff should provide a sample comparable in size to that of the teacher sample. This sample of non-teaching personnel can be used to estimate average annual or hourly compensation (salaries, wages, and benefits) of the various categories of staff across the United States. Using these average levels of compensation, one can cost out all of the personnel services provided at the school-level and organize this information by objective, program, or function as the need arises. The variations across schools in dollar amounts using these average levels of compensation provide a way of comparing staffing levels across schools which control for differences in compensation. That is, by using average compensation levels, one can show what expenditures of various combinations of personnel would be if all school districts had access to the staff at similar compensation levels. The differences will be related to either differences in the formulas for allocating funds to schools within districts, to wealth or fiscal capacity differences across districts, or to differences in the educational needs of pupils across schools and districts.

If one wants to add an element of variations in compensation, the data gathered through the individual samples can be used to correct for differences in staff personal characteristics (e.g., labor market experience, educational preparation, gender, and race-ethnicity) to obtain better estimates of the differences in compensation associated with job titles or categories. That is, by controlling for variations in wages associated with certain personal attributes commonly affecting labor market behavior, one can obtain more accurate estimates of the patterns of variations across the job titles or job categories reflected in the staff listing forms. This is precisely why it is important to gather items of personal data on these samples of school personnel.

Finally, one can use the personal characteristics of staff in combination with the job titles/categories to examine the factors affecting pay rates across public schools and districts located in different regions of the country. The concluding chapter to this report contains an example of how the data gathered through the proposed staff listing forms and the district survey requesting information on samples of school personnel may be used for estimating school-level personnel expenditures.

Details regarding implementation of the survey will need to be worked out so that the request for detailed individual data can be coordinated with other elements of the survey. For

example, the request for information on these samples of individual school staff may be sent out to the district at the same time as the teacher surveys are sent to the schools.

Recommendation 15

A cover letter will need to be prepared by NCES to accompany the request for information on the sample of individuals selected from the Staff Listing Forms. This cover letter must deal with the issue of confidentiality.

Confidentiality concerns demand that this issue be dealt with proactively. That is, reasons for requesting information about individual employees need to be provided. It is also important to supply assurances that the provision of these data are not in violation of the law. These concerns can be dealt with in a cover letter.

One respondent suggested that cooperation could be enhanced if a rationale for the data collection effort were provided. This rationale should explain the impact on their district (rather than on the country as a whole). Furthermore, the respondent said it was very important that results be publicized rapidly. She felt that summary data on salaries gets out dated very quickly.

Recommendations on Specific District Items—Salary and Benefit Data for Samples of Individuals

Recommendation 16

The following changes should be made to specific items to be included on the data collection form designed to gather salary, benefit, and background data.

- *Column 4. Date of birth*
  Instead of asking for date of birth, asking for year of birth would alleviate some confidentiality problems. (We are not sure about the pervasiveness of this issue. We suspect that it would be easier for many other districts to provide date of birth, since such data typically comprise a specific data field in employee records.)

- *Columns 7–9. Rates of pay and annual salary*
  Rather than ask respondents to calculate hourly salaries, items asking for their gross pay per pay period, the number of paid hours in that period, and the number of such pay periods per year should be developed. This rate should be linked explicitly to "the last pay period" to remove uncertainty about the time period of interest.

- *Columns 10–11. Benefits.*
  The categorization of benefits did not correspond to the way many districts organized their benefits. Accordingly, a new aggregation system was proposed.

  — For retirement benefits, the option of providing a dollar amount or a percent of salary was provided.

  — For other benefits, the option of providing a dollar amount or a percent of salary was provided.

  — Instructions about districts who self-insure created more confusion than they resolved in the one district that self-insured. This item instruction should be eliminated and included in ancillary instructions.

- *Other*
  It is not feasible to collect information about contractors or contractor employees from district records. Such information can be estimated from alternative data sources.

  — In order to exclude these individuals from requests for information from the district, a column identifying whether or not a school staff member is a district employee should be added to all of the school *Staff Listing Forms*.

  — In large districts, there may be several staff with the same name. In order to identify the "John Jones" of interest, it will be necessary to identify the school at which this person is employed on the salary and benefit information request. This information will identify participating schools to district staff.

Recommendation 17

We do not feel this approach is ready for larger scale testing. There are certain issues that need to be addressed, such as the provision of school staff names to districts that would result in the deductive disclosure of participating SASS schools to the district.

We proposed this approach after conversations with NCES and wish to confirm that its ramifications are fully understood before proceeding further. This represents a new data collection effort for *SASS*. Accordingly, extensive pilot testing and field testing are necessary before deciding to implement this approach.

Additionally, in large districts (such as New York City or Los Angeles Unified), it is probable that 50 to 75 *SASS* schools will be selected. If six staff members per school are selected for inclusion on the district information request form, these districts will have to provide information on 300 to 450 of their staff. This burden may adversely effect cooperation and response to other *SASS* components.

Recommended Questions to be Added to Other *SASS* Forms to Support Information on *Staff Listing Forms*

In order to enhance the value of the information obtained from the *Staff Listing Forms* and the information gathered on the salaries and benefits of the samples of individual staff derived from these forms, we make the following recommendations regarding the following additional questions to be added to other *SASS* survey instruments.

Recommendation 18

> *Items should be added to the SASS district questionnaire to define what is meant by full-time employment status for different positions (both in terms of hours per week and weeks [or months] per year) along with information about paid vacation, holidays and sick leave.*

Problems in identifying full-time staff arose at the school level, particularly when a person worked at more than one school. These problems will not arise at the district office since the district will be reporting about the employee's employment status with respect to the district. See table 4-2 for how this information might be gathered.

Table 4-2. Definition of an FTE by type of staff member

	How many hours per day and days per year (excluding paid vacation and holidays) must an employee in this job category work to be considered full-time?		How many hours per year of vacation, holidays and sick leave does the typical full-time employee in this job category receive?		
Job Title	Hours of work per day	Days of work per year	Paid Vacation	Paid holidays	Paid Sick Leave
Administrators Principal, Headmaster					
Vice/Assistant Principal					
Curriculum Specialist					
Teachers and instructional support personnel Regular Classroom Teacher					
Speech therapist					
Physical/occupational therapist					
Psychologist					
Social Worker					
School Counselors					
Library, media specialists					
Nurse					
Other school-level staff Instructional assistants (aides)					
School secretary					
School business/accounting staff					
Custodial personnel					
Skilled maintenance worker (plumber, electrician, mechanic)					
Cafeteria worker					
Security personnel					

Recommendation 19

> *NCES should ensure that there are items on the SASS school questionnaire that provide counts of the children served which will be useful for calculation of appropriate staff-pupil ratios or per pupil costs of school personnel.*

It is important to obtain school-level counts of children receiving these services. The following list has two purposes. First, it describes the items currently on the 1993-94 *SASS Public School Questionnaire* that provide information that can be used in conjunction with the staff data collection proposed in this report to measure staff-pupil ratios for various educational services. Second, it presents additional items necessary for this purpose to calculate the appropriate staff-pupil ratios.

- *Overall enrollment.* Items 7 and 8 provide basic information on the total and grade level enrollments that may be used to calculate staff-pupil ratios for most school wide services.

- *Prekindergarten enrollments.* Items 7 and 8 do not provide prekindergarten enrollments. In addition, there are internal inconsistencies with respect to the way prekindergarten students are treated in the *SASS*. For special education services (as in question 22), they are excluded. For Chapter 1 (Title 1), the National School Lunch Program, and the special prekindergarten programs listed in question 26, they are included. Since the proposed data collection on school staff is intended to include all school staff, regardless of the grades served, it is important to know about prekindergarten enrollments.

  There are items on the *SASS* School and District surveys (item 26b) which might have been intended to provide estimates of prekindergarten enrollments for schools and districts. *Unfortunately, these items cannot be used for this purpose. Using these items, estimates of prekindergarten enrollments from the SASS School Survey 1993-94 (640,675) are very different from district-level estimates produced from the SASS Teacher Demand and Shortage Questionnaire 1993-94 (866,481). Neither of these estimates corresponds to the CCD (Fall 1993) estimate* (Common Core of Data, CD-ROM for school year 1993-1994). Adding a line requesting prekindergarten counts to the item asking for enrollment counts by all other grade levels should enable the production of more consistent prekindergarten enrollment estimates.

- *LEP enrollment.* Item 21b provides the basic count of children who may be served by staff (teachers or aides) who are designated to provide services to limited English proficient (LEP) students. More detailed information on the nature of those services is provided in items 21d(1)–(4), but these do not necessarily match up with the staffing information.

- *Special education enrollment.* Item 22c requests information on the total enrollment in programs for students with disabilities. To use the staffing data most fully, it would be useful to breakdown this enrollment into two groups by asking the following question under 22c.

  Of those students who participate in this program *(*for example, *students with disabilities)*, how many are served in "*self-contained environments*" in which students spend most of their day in a segregated classroom specifically designed for students with disabilities?

  ☐ None or _____ Students

By subtracting this item from item 22c, one can determine the number of students with disabilities who are receiving services from resource teachers or resource specialists only.

- *Related services.* To make most use of the information on related service providers, it would be useful if the following questions were added to the school questionnaire:

  How many students with IEPs in the school received services from a speech therapist?

  ☐ None or _____ Students

  How many students with IEPs in the school received services from a physical/occupational therapist?

  ☐ None or _____ Students

- *Chapter 1/Title I enrollments.* An item such as 27b which asks for a count of students receiving Chapter 1 (now referred to as Title 1) services at this school is still useful. However, it is important to recognize that the question may have to be rephrased in view of the prevalence of "school-wide" projects. Once a certain proportion of students in a school are eligible for Title 1 services, schools may use the funds "school-wide" to improve the programs for all students. It is our understanding that the current regulations permit more schools to qualify for implementation of school-wide programs for Title 1. With school-wide programs, it is difficult to distinguish Title 1 teachers and students from the others. It would be useful to include an item about whether there is a school-wide Title 1 project, such as:

  Does your school receive any funds from Title 1? *Title 1, formerly known as Chapter 1, is a federally-funded program which provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.*

  Yes ☐ ---> GO TO A
  No ☐ ---> SKIP TO NEXT ITEM

  A. Does your school have any school-wide Title 1 programs?

  Yes ☐ ---> SKIP TO NEXT ITEM
  No ☐ ---> GO TO B

  B. Around the first of October, how many students enrolled in this school received Title 1 services at this school, or any other location?

  ☐ None or _____ Prekindergarten students

  ☐ None or _____ Other students (Kindergarten level or higher)

Other Recommendation

Recommendation 20

NCES should provide respondents with an opportunity to provide the requested information in electronic form.

Several respondents explicitly requested or suggested that they be allowed to provide the requested information on diskette. If data collections require abstractions from school or district data files, the provision of information directly from these files will reduce the possibility of transcription error. It can also reduce respondent burden. Furthermore, if enough agencies provide data on diskette, using common reporting formats, data entry, cleaning and processing costs for NCES may ultimately be reduced.

Chapter 5
Concluding Remarks

Summary of the Recommendations and an Assessment of Burden

The purpose of this project was to provide specific recommendations for data collection procedures and forms to improve the measurement of staffing resources at the school level using *SASS*. The proposed changes to *SASS* to be considered by NCES are as follows:

- ***Staff listing forms.*** Expand the *Teacher Listing Form* into three forms designed to gather information on hours of work for *all school-level staff*.

- ***Salaries and benefits.*** Add a brief district survey to gather salary and benefit information for a sample of school personnel selected from the expanded *Staff Listing Forms*.

- ***Defining full-time employees.*** Add a table to the *SASS* district questionnaire to define what constitutes a full-time employee for each category of school staff.

- ***Counts of students served.*** Add a limited number of questions to the *SASS* school questionnaire on counts of children served to enable estimation of per pupil costs of certain program staff.

Collection of these data would improve the quality of the information on the allocation and usage of school-level staff, and it would provide a foundation for estimating school-level expenditures on various types of personnel categorized by job title, function, and program. An example of how these data may be used is presented later in this chapter. Expansion of the *Staff Listing Forms* to include all staff improves the accuracy of the *Teacher Listing Form* by forcing the school principal to consider all staff while completing the form. It also provides better information on the intensity of resource services than is currently gathered through the head counts of full-time and part-time staff at the school level. Expansion of the *Staff Listing Form* would eliminate or reduce the number of ways the principal would have to count and categorize staff (for example, by job title, race-ethnic origin, counts of Chapter 1 teachers and aides) on the *SASS* school questionnaire.

However, these data collection changes in *SASS* would increase burden. Expansion of the *listing form* increases burden through increasing the number of individuals listed (that is, the additional non-teaching staff). This may mean an increase of about 60 to 100 percent more individuals to be listed depending on the type of school (for example, high schools might include more additional staff than

elementary schools). Requesting information on hours of work on the *Staff Listing Forms* rather than simply marking an X in a column corresponding to a job title for each individual involves an increase in burden. However, the hours of work data also provides more accurate representation of the intensity of staff services and an improved picture of how teacher resources are being used across programs or subject areas which is lacking in the current *Teacher Listing Form*.

A major concern is the potential impact of this increased burden on the response rate to the *Teacher Listing Form*. The *Teacher Listing Form* is critical to the implementation of the sample for the *Teacher Survey*, which is a key component of *SASS*. This impact has to be balanced against the increased value of the information on the allocation of teacher and other staff time, and the ability to estimate school-level expenditure information.

The proposed data collection adds the burden of an additional district-level form for gathering salary and benefit information that would have to be implemented along with the current *SASS* district-level questionnaire and would require additional coordination time for instrument administration and followup. The increased burden could adversely impact both instrument and item nonresponse rates to the Teacher Demand and Shortage Questionnaire. However, the sample of six people per school is relatively small, and the data should be relatively accessible through the payroll system.

Finally, the proposed data collection involves increased burden associated with the additional items on the district and school questionnaires that would be used to calculate per pupil expenditures for personnel resources.

Why Add this Data Collection to *SASS*?

In order not to impact the *SASS* data collection, one could conduct the kind of data collection suggested in this report independently of *SASS*. However, *SASS* provides an array of valuable information on other aspects of the environment within which schools provide services. Indeed, the ability to link personnel data proposed for collection with other information on district and school characteristics, teacher and principal attitudes, and the composition of students served by types of services, programs, or poverty levels, substantially enhances the value to *SASS* data. It is through such linkages that one can begin to explore the patterns of variation in resource allocation and utilization across different kinds of communities, schools, and districts.

Trade-offs, Priorities, and Alternative Approaches for this Data Collection

As currently designed, the proposed data collection would permit estimation of total personnel expenditures and per pupil expenditures by job title, function, and program. This is demonstrated more clearly in the sample analyses presented later in this chapter. But what are the trade-offs in implementing only a part of the data collection components proposed above?

For example, one could envision eliminating the district survey, which is focused on gathering wage and benefit information on a sample of school-level personnel. This would have two impacts. First, it would necessitate obtaining estimates of the costs of various personnel from other sources such as the *Current Population Survey (CPS)* data. While the *CPS* does not have sufficient information to

estimate benefits, it does contain information sufficient to estimate hourly wage rates for various categories of personnel working in public education. These data could be used to estimate national and regional wage levels for various job categories commonly included in the *CPS* sample. NCES fiscal data would have to be relied upon to estimate benefit rates for certain categories of personnel. Experience suggests that benefit-rate data can be somewhat problematic since they can only be calculated by function rather than by job title.

Second, if these data were not used for expenditure estimates, the hours of work data on all school staff could still be used to estimate ratios of pupils to staff for certain categories of programs. While the ability to aggregate this information into some kind of total would be compromised by the lack of wage and benefit information, it would provide some useful data on the allocation and utilization of school staff.

Another alternative procedure for implementation would be to administer the listing form for other staff separately from the *Teacher Listing Form*. While separating the administration of these listing forms is certainly possible, it is not believed to be a viable strategy. First, completing the listing forms at the same time is more efficient. The respondent is likely to use the same basic resources or reference documents to complete the listing forms. We believe that asking respondents to pull these various lists and documents together at different points in time would be annoying and would increase non-response.

Second, by completing the listing forms all at the same time, it improves accuracy of each individual listing form because it requires the respondent to consider all staff at once and then categorize them. Moreover, because of staff turnover, promotions, and acquisitions, there is a significant potential for confusion if staff listing forms are completed at different time points. The purpose of these listing forms is to obtain a comprehensive snapshot of the staffing patterns. If these forms are filled out at different points during the school year, one could easily envision changes in the employment status of certain individuals in the time interval between completion of the two *Staff Listing Form*s.

Analysis of the Data: an Example

The purpose of this section is to present an example of how the data gathered through the new *Staffing Listing Forms* and the district-level survey, *Salary and Benefits Information Form for Selected School Employees,* might be used to estimate the expenditures for school personnel. A series of tables have been created to illustrate how these various data items may be used. Each of the tables is described below.

Table 5-1 illustrates one way in which the data collected from the samples of school personnel may be used to determine hourly rates of various categories of personnel. Column (1) of this table lists all of the job titles of personnel for whom wage and salary data are gathered, either through the samples of school personnel or through the standard teacher or principal questionnaires which are part of the *Schools and Staffing Surveys*. Nationally representative samples of the information on the compensation (i.e., salaries and benefits) of each category of personnel can be obtained from the *Salary and Benefits Information Form for Selected School Employees* suggested in this report. The shaded portion of table 5-1 (columns 2 through 10) contains the information that would be gathered

from the district-level survey form for the samples of individual school personnel. For the purpose of this example, hypothetical data have been filled in for each of the job title categories.

The calculations required in each of the columns is described below:

- **Col. 11—Hourly pay rate**: This is determined by dividing the *Gross Pay* by the *Total Paid hours* of work in the last pay period. For example,

  (Col. 11) = (Col. 2) ÷ (Col. 3).

  Using the principal's data, $37.50 = $3,000 ÷ 80.

- **Col. 12—Health benefit rate:** The health benefit rate is determined by the percentage that the *health benefits amount* is of the *Gross Pay*. For example,

  (Col. 12) = 100 × [(Col. 5) ÷ (Col. 2)].

  Using the principal's data, 7.5% = 100 × [225 ÷ 3000].

- **Col. 13—Retirement contribution rate:** The retirement contribution rate is obtained from the *Retirement percentage in column (7).* If the amount in column 6 had been completed, then the amount would have been used much as it was above in the calculation of the health benefit rate.

- **Col. 14—Other benefits rate:** The other benefits rate simply reflects other benefits which are not captured in health or retirement. In this simple example, it is assumed that there are no other benefits for most personnel, but $25 per pay period is contributed on behalf of principals by the district for other benefits such as life insurance. The calculations are similar to those for column 13. If the amount in column 6 had been completed, then the amount would have been used as it was in the calculation of the health benefit rate. The other benefits rate is determined by the percentage that the *other benefits amount* is of the *Gross Pay*. For example,

  (Col. 14) = 100 × [(Col. 9) ÷ (Col. 2)].

  Using the principal's data, 0.83% = 100 × [25 ÷ 3000].

- **Col. 15—Total benefit rate:** The total benefit rate is the sum of the separate benefit rates for health calculated in column 12, retirement calculated in column 13, other benefits rate calculated in column 14, and the *payroll taxes* reported in column 8.

  (Col. 15) = (Col. 12) + (Col. 13) + (Col. 14) + (Col. 8).

  Using the principal's data, 23.83% = 7.5 + 6.0 + 0.83 + 9.5.

- **Col. 16—Hourly compensation rate:** The hourly compensation rate is the hourly rate of pay plus the amount attributed to benefits.

(Col. 16) = (Col. 11) × [1 +(Col. 15)].

Using the principal's data, 46.44 =37.50 × (1+.2383).

The hourly compensation rate can be calculated for each individual employee included in the sample of school personnel derived from the district survey. Based on these calculations, one can estimate the national average hourly rate of compensation for each job title category included in table 5-1.

Table 5-1. Calculation of rates of compensation (salaries and wages plus benefits)

Line No.	Job title	Means Derived from District Survey for Samples of School Personnel: Last Pay Period Gross Pay	Last Pay Period Total Paid Hours	No. of Pay Periods Per Yr	Health Benefits (Amt)	Retirement Amt	Retirement Pct	Payroll taxes	Other benefits Amt	Other benefits Pct	Calculation of Pay, Benefits, & Compensation Rates: Hourly Pay Rate	Benefit rates: Health benefit rate	Retire. Contrib Rate	Other Benefits Rate	Total Benefit Rate	Hourly comp. rate
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
	Administrators															
	Principal,Headmaster	$3,000	80	24	$225.00	0.00	6.00%	9.50%	$25.00	0.00%	$37.50	7.50%	6.00%	0.83%	23.83%	$46.44
	Vice/Asst Principal	$2,400	80	22	$225.00	0.00	6.00%	9.50%	$25.00	0.00%	$30.00	9.38%	6.00%	1.04%	25.92%	$37.78
	Instructional Coord/Supv	$1,700	80	22	$225.00	0.00	6.00%	9.50%		0.00%	$21.25	13.24%	6.00%	0.00%	28.74%	$27.36
	Department Chair	$1,800	80	22	$225.00	0.00	6.00%	9.50%		0.00%	$22.50	12.50%	6.00%	0.00%	28.00%	$28.80
	Teachers and instructional support personnel															
	General elementary	$1,650	70	20	$225.00	0.00	6.00%	9.50%		0.00%	$23.57	13.64%	6.00%	0.00%	29.14%	$30.44
	Math	$1,650	70	20	$225.00	0.00	6.00%	9.50%		0.00%	$23.57	13.64%	6.00%	0.00%	29.14%	$30.44
	Science	$1,650	70	20	$225.00	0.00	6.00%	9.50%		0.00%	$23.57	13.64%	6.00%	0.00%	29.14%	$30.44
	English/Language Arts	$1,650	70	20	$225.00	0.00	6.00%	9.50%		0.00%	$23.57	13.64%	6.00%	0.00%	29.14%	$30.44
	Social Studies	$1,650	70	20	$225.00	0.00	6.00%	9.50%		0.00%	$23.57	13.64%	6.00%	0.00%	29.14%	$30.44
	Vocational/Technical Educ	$1,650	70	20	$225.00	0.00	6.00%	9.50%		0.00%	$23.57	13.64%	6.00%	0.00%	29.14%	$30.44
	Other Teacher	$1,650	70	20	$225.00	0.00	6.00%	9.50%		0.00%	$23.57	13.64%	6.00%	0.00%	29.14%	$30.44
	Spec Educ: self-contained	$1,650	70	20	$225.00	0.00	6.00%	9.50%		0.00%	$23.57	13.64%	6.00%	0.00%	29.14%	$30.44
	Spec Educ: resource spec	$1,650	70	20	$225.00	0.00	6.00%	9.50%		0.00%	$23.57	13.64%	6.00%	0.00%	29.14%	$30.44
	Speech therapist	$1,700	70	20	$225.00	0.00	6.00%	9.50%		0.00%	$24.29	13.24%	6.00%	0.00%	28.74%	$31.26
	Physical/Occup therapist	$1,700	70	20	$225.00	0.00	6.00%	9.50%		0.00%	$24.29	13.24%	6.00%	0.00%	28.74%	$31.26
	Psychologist	$2,000	80	24	$225.00	0.00	6.00%	9.50%		0.00%	$25.00	11.25%	6.00%	0.00%	26.75%	$31.69
	Social worker	$1,650	70	20	$225.00	0.00	6.00%	9.50%		0.00%	$23.57	13.64%	6.00%	0.00%	29.14%	$30.44
	School counselor	$1,700	70	20	$225.00	0.00	6.00%	9.50%		0.00%	$24.29	13.24%	6.00%	0.00%	28.74%	$31.26
	Library, media specialist	$1,600	70	20	$225.00	0.00	6.00%	9.50%		0.00%	$22.86	14.06%	6.00%	0.00%	29.56%	$29.61
	Other instructional support	$1,600	70	20	$225.00	0.00	6.00%	9.50%		0.00%	$22.86	14.06%	6.00%	0.00%	29.56%	$29.61
	Instructional and student support assistants (aides)															
	Regular education	$800	60	20	$225.00	0.00	6.00%	9.50%		0.00%	$13.33	28.13%	6.00%	0.00%	43.63%	$19.15
	Special educ: self-contained	$800	60	20	$225.00	0.00	6.00%	9.50%		0.00%	$13.33	28.13%	6.00%	0.00%	43.63%	$19.15
	Special educ: other	$800	60	20	$225.00	0.00	6.00%	9.50%		0.00%	$13.33	28.13%	6.00%	0.00%	43.63%	$19.15
	Library/media aides	$800	60	20	$225.00	0.00	6.00%	9.50%		0.00%	$13.33	28.13%	6.00%	0.00%	43.63%	$19.15
	Health aide	$800	60	20	$225.00	0.00	6.00%	9.50%		0.00%	$13.33	28.13%	6.00%	0.00%	43.63%	$19.15
	Extended day/bef/after sch	$800	60	20	$225.00	0.00	6.00%	9.50%		0.00%	$13.33	28.13%	6.00%	0.00%	43.63%	$19.15
	Yard duty	$800	60	20	$225.00	0.00	6.00%	9.50%		0.00%	$13.33	28.13%	6.00%	0.00%	43.63%	$19.15
	Other	$800	60	20	$225.00	0.00	6.00%	9.50%		0.00%	$13.33	28.13%	6.00%	0.00%	43.63%	$19.15
	Other school-level staff															
	Secretary & clerical support	$1,350	80	24	$225.00	0.00	6.00%	9.50%		0.00%	$16.88	16.67%	6.00%	0.00%	32.17%	$22.30
	Admin/managerial staff	$1,700	80	22	$225.00	0.00	6.00%	9.50%		0.00%	$21.25	13.24%	6.00%	0.00%	28.74%	$27.36
	School bus/accountg staff	$1,700	80	22	$225.00	0.00	6.00%	9.50%		0.00%	$21.25	13.24%	6.00%	0.00%	28.74%	$27.36
	Technical/computer support	$1,700	80	22	$225.00	0.00	6.00%	9.50%		0.00%	$21.25	13.24%	6.00%	0.00%	28.74%	$27.36
	Custodian, gen'l maint	$1,450	80	24	$225.00	0.00	6.00%	9.50%		0.00%	$18.13	15.52%	6.00%	0.00%	31.02%	$23.75
	Skilled trades	$1,700	80	24	$225.00	0.00	6.00%	9.50%		0.00%	$21.25	13.24%	6.00%	0.00%	28.74%	$27.36
	Cafeteria worker/food service	$800	60	20	$225.00	0.00	6.00%	9.50%		0.00%	$13.33	28.13%	6.00%	0.00%	43.63%	$19.15
	Security personnel	$1,500	80	20	$225.00	0.00	6.00%	9.50%		0.00%	$18.75	15.00%	6.00%	0.00%	30.50%	$24.47
	Other	$800	60	20	$225.00	0.00	6.00%	9.50%		0.00%	$13.33	28.13%	6.00%	0.00%	43.63%	$19.15

The shaded portion is derived from data available from the district survey of the samples of school personnel. They represent mean values for these various items of data.

District by district averages

Data like that in table 5-1 derived from these samples may also form the basis for an analysis that may be used to estimate the hourly wages for each district included in the *SASS* sample using multivariate regression analysis. That is, the samples of each major category of personnel provide data which may be used in predictive equations which explain variations in compensation. Separate equations would be estimated for personnel from public and private schools. The predictive equation would include the following dependent and independent variables:

Dependent variable: Hourly compensation (wages and benefits)

Independent variables include:

Personal background: Sex, race-ethnicity, age

Experience and education: Years in the district, highest degree earned

Job assignment: Dichotomous job title indicators (from the *Staff Listing Form*), LEP status, Title I program, grade range, full-time/part-time status, school type in which employed (e.g., elementary, middle, high school)

*[**NOTE**: The dichotomous job title indicators could be used to organize separate equations for different broad categories of staff so that all parameters would be differentiated by job title rather than using it simply as a shift factor.]*

District or school characteristics: District size (public schools only), percent minority students in district (only public school employees) or school (private school employees), school size

Locational characteristics: County population, county population density, distance from the nearest central city, climatic conditions as reflected by mean temperature and inches of snow fall per year, FBI-reported statistics on violent crime rates.

*[**NOTE**: Actually, more complex equations might be used for this purpose, but a simple linear or log-linear equation might well be sufficient for providing reasonable estimates for the purpose at hand.[5]]*

These explanatory equations would then be used to predict compensation rates for all public school districts and all private schools included in the *SASS* sample. *Average values* of the personal background and experience and education variables would be used in conjunction with *actual values* for all of the district, school, and locational characteristics to predict the average hourly compensation

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[5] See Chambers, J. (1997), *Volume I - The Measurement of School Input Price Differences: Geographic Variations in the Prices of Public School Inputs*. Washington, DC: U.S. Department of Education, National Center for Education Statistics.

rates for each designated job title and assignment category. These compensation rates may then be used to cost out the personnel resources in each school or district for which the *Staff Listing Forms* have been returned.

More formally, let the explanatory equation be represented as follows:

$$ln\ C = \alpha + \beta \cdot Q + \gamma \cdot X$$

where

- $ln\ C$ = the natural log of the hourly compensation rate
- Q = a vector of personal background, education, and experience characteristics, and
- X = the district, school, and locational characteristics for the sample districts.
- α, β, γ = the coefficients or parameters estimated from ordinary least squares regression.

The coefficients of this equation may be estimated using the various samples of each job category of personnel. Dichotomous variables may be included in this equation to reflect the average differences in hourly compensation rates for different categories within districts or separate equations may be estimated for each category of personnel.

The estimated parameters of this equation may be used to predict what the cost of comparable school personnel would be for each district included in the *SASS* sample using the following predictive equation:

$$ln\ C = \alpha + \beta \cdot Q^* + \gamma \cdot X$$

where

- Q^* = a vector of the average values of these personal background, education, and experience characteristics for the entire sample.
- X = the actual value of the district, school, and locational characteristics for the sample districts.

Taking the exponential of $ln\ C$, one obtains the value of the estimated hourly rate of compensation for each category of personnel by district, while controlling for the background, education, and experience characteristics of the average employee of this type. Either the estimated hourly rates of compensation by district may be used in the analysis of resource cost, or the estimated national hourly rates of compensation may be used.

Table 5-2 presents the enrollment data used to calculate resource costs per pupil served and designates the existing and recommended sources of these data. The items in rows 1 to 3, 8, and 9 correspond to items which were on the 1993-94 version of the *Schools and Staffing Survey* school questionnaire administered by NCES. The other items are recommended to be included in the *SASS* school questionnaire under recommendation 19.

Table 5-2. Enrollment data and sources

Row	*Description of enrollment*	*Number of pupils*	*Source*
(1)	(2)	(3)	(4)
1	Total enrollment in the school	450	*SASS* school questionnaire
2	LEP enrollment	0	*SASS* school questionnaire
3	Special education enrollment	45	*SASS* school questionnaire
4	Special education: self contained	10	Recommended addition to *SASS* school questionnaire
5	Special education: resource program	35	Calculation: Item 3 - item 4
6	Speech therapy	30	Recommended addition to *SASS* school questionnaire
7	Physical/occupational therapy	5	Recommended addition to *SASS* school questionnaire
8	Extended day/before/after school day care	40	*SASS* school questionnaire
9	Title I program	0	*SASS* school questionnaire

Table 5-3 illustrates how the data derived from the new *Staff Listing Forms* (columns 2 through 5) combine with data from a suggested form (figure 4.2) can be used to calculate *RESOURCE COSTS*. The data derived from this table are presented in columns 6 through 8—*Hours of work per day*, *Days of work per year*, and *Paid vacation and holidays per year*—for each category of employee. The following describes how each of the columns in table 5-3 were calculated:

- **Col. 1—Job Title**: This column contains the job title corresponding to the suggested *Staff Listing Form*. This job title list could potentially be expanded using the information provided for individual staff on the *Staff Listing Form* regarding the individual's status as a Title I employee or involvement in providing services to limited English proficient students (see columns G and I on the *Staff Listing Form*). For the purpose of this example, we have excluded Title I personnel and LEP teachers for simplicity.

- **Col. 2-4—Hours per week by employer category: School district, Other public agency, and private contractor.** These data represent the sums accumulated from the individual records provided on the *Staff Listing Forms* recommended by AIR. There would probably be only a single principal record for each school with 40 hours per week of service reported for most schools. In this sample table, a listing of the employees that are likely to be included in a typical elementary school are presented. Separate analyses would generally be carried out for schools by grade levels: elementary, middle, and high school. Elementary schools would not generally include teachers for many of the specific subject matter areas nor department heads. Thus, these categories are excluded from this simple example. However, special education teachers are included: one for self-contained classrooms and one resource teacher.

- **Col. 5—Total hours per week**: These figures simply represent the sum of hours across all possible employee categories. While no hourly rates of compensation are gathered for personnel not employed by the school district, one might use the estimates of hourly

compensation for school employees to determine the resource costs that would be incurred if these personnel were employed rather than contracted. The value of this information is it provides a basis for assessing a total cost of schooling services regardless of which agency actually employs the personnel providing the services.

- **Col. 6 - 8—Data from table 4.2.** These data are derived from the survey to be added to the district questionnaire. They provide sufficient data to define a full-time employee and the typical amount of paid vacation and holidays made available to each employee category. These data are necessary to ascertain the full cost of each category of employee.

Calculated from *SASS* Resource Data: The following columns are all calculated from the resource data derived from the *Staffing Listing Forms* presented in this project.

- **Col. 9—Estimated Total Paid Full-Time Hours per Year.** This column uses the information from table 4.2 to calculate the full-time hours for which each individual employee is paid including paid vacation and holidays, if any. This is calculated as follows:

  (Col. 9) = (Col. 6) × [(Col. 7) + (Col. 8)]

  Using the principal's data, we have the following:

  1,952 = 8 × (216 + 28)

- **Col. 10 —Estimated FTE employees (district definition).** This column uses the information from columns 5 combined with information in column 6 to estimate the number of full-time-equivalent (FTE) employees of each category in the specific school. For example, this is calculated as follows:

  (Col. 10) = [(Col. 6) × 5] ÷ (Col. 5)

  Using the principal's data, we have the following:

  1.00 = (8 × 5) ÷ 40

- **Col. 11—National average hourly compensation rate.** This is taken directly from column (16) in table 5-1.

- **Col. 12—Total Resource Cost.** This column calculates the resource cost for each employee category for each school using the information contained in columns 9 through 11 as follows:

  (Col. 12) = (Col. 9) × (Col. 10) × (Col. 11)

  Using the principal's data, we have the following:

  $90,646 = 1,952 × 1.00 × $46.44

- **Col. 13—Estimated FTE per 100 pupils in total enrollment.** This column calculates a standardized way of looking at each employee category in terms of the number of pupils served. This is calculated as follows:

  (Col. 13) = 100 × (Col. 10) ÷ Total Enrollment of the school

  Total enrollment of the school in our simple example is 450 pupils.

  Using the principal's data, we have the following:

  $0.22 = 100 \times 1.00 \div 450$

- **Col. 14— Number of pupils served.** This column is derived from the data presented in table 5-2 above. This assignment of number of pupils served is based on calculations and assignments of pupils determined to be appropriate by the analyst.

- **Col. 15—Total Resource Cost per pupil served.** This column divides the total resource cost by the number of pupils served assigned to this employee category in column (14). This is calculated as follows:

  (Col. 15) = (Col. 12) ÷ (Col. 14)

  Using the principal's data, we have the following:

  $201 =$ 90,646 ÷ 450.

- **Col. 16—Total FTE per pupil served.** This column calculates the total full-time-equivalent employees in each category per pupil actually served. This is calculated as follows:

  (Col. 16) = (Col. 10) ÷ (Col. 14)

  Using the principal's data, we have the following:

  $0.0022 = 1.00 \div 450$.

Thus, the *RESOURCE COST* data are combined with information on the numbers of pupils served to calculate resource costs per pupil served and FTEs (full-time-equivalents) per pupil served.

Note that by using the same hourly compensation rate for each employee job title category across all schools in the *SASS* sample, one obtains resource cost information that reflects only differences in the intensity of the resource—that is, differences in the quantities of each categories of employees. Variations in expenditures for school personnel commonly associated with local differences in the cost of school inputs and differences in the levels of education and experience of staff have been removed from the calculations. That is, basically, all differences attributed to differences in pay rates are by definition removed from these expenditure differences. It provides information on the *real* differences in the quantities of school resources provided across schools.

Table 5-3. Worksheet for calculating resource costs in a typical elementary school

	Data from the Staff Listing form				Data from table 4.2 to be added to the SASS District Questionnaire			Calculated from SASS Resource Data						Calculated	
	Hours per week by employer category			Total Hours	Definition of a Full-time employee		Paid Vacation & Holidays	Estimated Total Full-Time Paid Hours per year	Estimated FTE mployees (District defn)	National Average Hourly Comp. Rate	Total Resource Cost	Est. FTE per 100 pupils in Total Enr	(SASS sch quest) Number of pupils served	Total Resource Cost per Pupil Served	Total FTE Per Pupil Served
Job Title	School District	Other Pub Agency	Private Contractor	per Week	Hours of work/day	Days of work/yr.	Per Year					450			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
Administrators															
Principal,Headmaster	40			40	8	216	28	1,952	1.00	$46.44	$90,646	0.22	450	$201	0.0022
Vice/Asst Principal	40			40	8	210	28	1,904	1.00	$37.78	$71,924	0.22	450	$160	0.0022
Instructional Coord/Supv	20			20	8	190	8	1,584	0.50	$27.36	$21,666	0.11	450	$48	0.0011
Department Chair	0				7.5	185	8	1,448	0.00	$28.80	$0	0.00	450	$0	0.0000
Teachers and instructional support personnel															
General elementary	700			700	7.5	185	8	1,448	18.67	$30.44	$822,470	4.15	440	$1,869	0.0424
Math	70			70	7.5	185	8	1,448	1.87	$30.44	$82,247	0.41	440	$187	0.0042
Science				0	7.5	185	8	1,448	0.00	$30.44	$0	0.00	440	$0	0.0000
English/Language Arts	70			70	7.5	185	8	1,448	1.87	$30.44	$82,247	0.41	440	$187	0.0042
Social Studies				0	7.5	185	8	1,448	0.00	$30.44	$0	0.00	440	$0	0.0000
Vocational/Technical Educ				0	7.5	185	8	1,448	0.00	$30.44	$0	0.00	440	$0	0.0000
Other Teacher	70			70	7.5	185	8	1,448	1.87	$30.44	$82,247	0.41	440	$187	0.0042
Spec Educ: self-contained	35			35	7.5	185	8	1,448	0.93	$30.44	$41,123	0.21	10	$4,112	0.0933
Spec Educ: resource spec	35			35	7.5	185	8	1,448	0.93	$30.44	$41,123	0.21	35	$1,175	0.0267
Speech therapist	35			35	7.5	185	8	1,448	0.93	$31.26	$42,238	0.21	30	$1,408	0.0311
Physical/Occup therapist			35	35	7.5	185	8	1,448	0.93	$31.26	$42,238	0.21	5	$8,448	0.1867
Psychologist	10			10	8	210	28	1,904	0.25	$31.69	$15,083	0.06	45	$335	0.0056
Social worker		10		10	7.5	185	8	1,448	0.27	$30.44	$11,750	0.06	450	$26	0.0006
School counselor	35			35	7.5	185	8	1,448	0.93	$31.26	$42,238	0.21	450	$94	0.0021
Library, media specialist	70			70	7.5	185	8	1,448	1.87	$29.61	$80,018	0.41	450	$178	0.0041
Other instructional support	35			35	7.5	185	8	1,448	0.93	$29.61	$40,009	0.21	450	$89	0.0021
Instructional and student support assistants (aides)															
Regular education	300			300	6	180	0	1,080	10.00	$19.15	$206,820	2.22	440	$470	0.0227
Special educ: self-contained	30			30	6	180	0	1,080	1.00	$19.15	$20,682	0.22	10	$2,068	0.1000
Special educ: other	30			30	6	180	0	1,080	1.00	$19.15	$20,682	0.22	35	$591	0.0286
Library/media aides	30			30	6	180	0	1,080	1.00	$19.15	$20,682	0.22	450	$46	0.0022
Health aide	30			30	6	180	0	1,080	1.00	$19.15	$20,682	0.22	450	$46	0.0022
Extended day/before/after sch	30			30	6	180	0	1,080	1.00	$19.15	$20,682	0.22	40	$517	0.0250
Yard duty	30			30	6	180	0	1,080	1.00	$19.15	$20,682	0.22	450	$46	0.0022
Other	60			60	6	180	0	1,080	2.00	$19.15	$41,364	0.44	450	$92	0.0044
Other school-level staff															
Secretary & clerical support	80			80	8	210	8	1,744	2.00	$22.30	$77,793	0.44	450	$173	0.0044
Administrative/managerial staff	20			20	6	180	8	1,128	0.67	$27.36	$20,572	0.15	450	$46	0.0015
School bus/accountg staff	20			20	8	210	8	1,744	0.50	$27.36	$23,855	0.11	450	$53	0.0011
Technical/computer support	20			20	8	210	8	1,744	0.50	$27.36	$23,855	0.11	450	$53	0.0011
Custodian, Gardener, gen maint	110			110	8	225	28	2,024	2.75	$23.75	$132,175	0.61	450	$294	0.0061
Skilled trades	40			40	8	225	28	2,024	1.00	$27.36	$55,369	0.22	450	$123	0.0022
Cafeteria worker/food service	30			30	6	180	0	1,080	1.00	$19.15	$20,682	0.22	450	$46	0.0022
Security personnel			40	40	8	180	28	1,664	1.00	$24.47	$40,716	0.22	450	$90	0.0022
Other	40			40	8	180	0	1,440	1.00	$19.15	$27,576	0.22	450	$61	0.0022

Table 5-4A shows one way in which the resource costs may be classified for an elementary school. It should be noted that this is entirely at the discretion of the analyst. The data are provided in sufficient detail to allow different analysts to explore different ways of organizing these data for cost analyses. Moreover, note that these sets of tables do not take advantage of all of the data contained in the *Staff Listing Form* that indicate whether individuals are teaching LEP children or are involved in providing services under Title I. These are only excluded to maintain the simplicity of the table for the purposes of the present illustration. However, more detailed analyses would include these LEP and Title I elements in the classification scheme for the resources.

The bottom line figures in table 5-4B show the TOTAL RESOURCE COSTS, percent of total cost, and the TOTAL RESOURCE COST PER STUDENT ENROLLED IN THE SCHOOL organized by programmatic and functional classifications. Based on this table, one could calculate total resource costs for regular and special education services or could focus attention on more detailed information which indicates the types of services being offered to children. Similar information could easily be produced which would classify resource costs by the numbers of pupils served as shown in column 15 of table 5-3. Table 5-4B shows an example of how these data might be organized and presented. Table 5-4A focuses on totals, the relative allocations in percentage terms, and the per pupil allocations based on total enrollments. The alternative would focus on the fact that each program may serve different numbers of children.

Summary of analysis

Once these kinds of data have been calculated for each of the *SASS* sample schools, one could conduct analyses of the patterns of variation across types of schools, district size, wealth, community income, and the relative costs of different categories of school resources to explore issues related to adequacy, equity, and patterns of resource allocation within and across different types of districts.

Table 5-4A. Classification of total resource costs for an elementary school

The Distribution of Resource Costs among Programmatic and Functional Classifications

Job Title	TOTAL RESOURCE COST	General admin y/n	General admin Amount	Maint. & Oper y/n	Maint. & Oper Amount	Regular education program: Regular Clsrm y/n	Regular Clsrm Amount	Suppl. instruc y/n	Suppl. instruc Amount	Instruc. support y/n	Instruc. support Amount	Special education: Self-contained y/n	Self-contained Amount	Resource pgm y/n	Resource pgm Amount	Related svs y/n	Related svs Amount	Food Svs y/n	Food Svs Amount
(1)	(2)	(3a)	(3b)	(4a)	(4b)	(5a)	(5b)	(6a)	(6b)	(7a)	(7b)	(8a)	(8b)	(9a)	(9b)	(10a)	(10b)	(11a)	(11b)
Administrators											$0								
Principal,Headmaster	$90,646	1	$90,646		$0		$0		$0		$0		$0		$0		$0		$0
Vice/Asst Principal	$71,924	1	$71,924		$0		$0		$0		$0		$0		$0		$0		$0
Instructional Coord/Supv	$21,666	1	$21,666		$0		$0		$0		$0		$0		$0		$0		$0
Department Chair	$0	1	$0		$0		$0		$0		$0		$0		$0		$0		$0
Teachers and instructional sup			$0		$0		$0		$0		$0		$0		$0		$0		$0
General elementary	$822,470		$0		$0	1	$822,470		$0		$0		$0		$0		$0		$0
Math	$82,247		$0		$0	1	$82,247		$0		$0		$0		$0		$0		$0
Science	$0		$0		$0	1	$0		$0		$0		$0		$0		$0		$0
English/Language Arts	$82,247		$0		$0	1	$82,247		$0		$0		$0		$0		$0		$0
Social Studies	$0		$0		$0	1	$0		$0		$0		$0		$0		$0		$0
Vocational/Technical Educ	$0		$0		$0	1	$0		$0		$0		$0		$0		$0		$0
Other Teacher	$82,247		$0		$0	1	$82,247		$0		$0		$0		$0		$0		$0
Spec Educ: self-contained	$41,123		$0		$0		$0		$0		$0	1	$41,123		$0		$0		$0
Spec Educ: resource spec	$41,123		$0		$0		$0		$0		$0		$0	1	$41,123		$0		$0
Speech therapist	$42,238		$0		$0		$0		$0	1	$42,238		$0		$0	1	$42,238		$0
Physical/Occup therapist	$42,238		$0		$0		$0		$0	1	$42,238		$0		$0	1	$42,238		$0
Psychologist	$15,083		$0		$0		$0		$0		$0		$0		$0	1	$15,083		$0
Social worker	$11,750		$0		$0		$0		$0	1	$11,750		$0		$0		$0		$0
School counselor	$42,238		$0		$0		$0		$0	1	$42,238		$0		$0		$0		$0
Library, media specialist	$80,018		$0		$0		$0		$0	1	$80,018		$0		$0		$0		$0
Other instructional support	$40,009		$0		$0		$0		$0	1	$40,009		$0		$0		$0		$0
Instructional and student suppo			$0		$0		$0		$0		$0		$0		$0		$0		$0
Regular education	$206,820		$0		$0	1	$206,820		$0		$0		$0		$0		$0		$0
Special educ: self-contained	$20,682		$0		$0		$0		$0		$0	1	$20,682		$0		$0		$0
Special educ: other	$20,682		$0		$0		$0		$0		$0		$0	1	$20,682		$0		$0
Library/media aides	$20,682		$0		$0		$0		$0	1	$20,682		$0		$0		$0		$0
Health aide	$20,682		$0		$0		$0		$0	1	$20,682		$0		$0		$0		$0
Extended day/before/after sch	$20,682		$0		$0		$0	1	$20,682		$0		$0		$0		$0		$0
Yard duty	$20,682		$0		$0	1	$20,682		$0	1	$20,682		$0		$0		$0		$0
Other	$41,364		$0		$0		$0	1	$41,364		$0		$0		$0		$0		$0
Other school-level staff			$0		$0		$0		$0		$0		$0		$0		$0		$0
Secretary & clerical support	$77,793	1	$77,793		$0		$0		$0		$0		$0		$0		$0		$0
Administrative/managerial staff	$20,572	1	$20,572		$0		$0		$0		$0		$0		$0		$0		$0
School bus/accountg staff	$23,855	1	$23,855		$0		$0		$0		$0		$0		$0		$0		$0
Technical/computer support	$23,855	1	$23,855		$0		$0		$0		$0		$0		$0		$0		$0
Custodian, Gardener, gen main	$132,175		$0	1	$132,175		$0		$0		$0		$0		$0		$0		$0
Skilled trades	$55,369		$0	1	$55,369		$0		$0		$0		$0		$0		$0		$0
Cafeteria worker/food service	$20,682		$0		$0		$0		$0		$0		$0		$0		$0	1	$20,682
Security personnel	$40,716		$0	1	$40,716		$0		$0		$0		$0		$0		$0		$0
Other	$27,576	1	$27,576		$0		$0		$0		$0		$0		$0		$0		$0
					$0				$0										
TOTAL RESOURCE COSTS	$2,404,135		$357,886		$228,260		$1,296,712		$62,046		$320,536		$61,805		$61,805		$99,559		$20,682
Percent of total	100.00%		14.89%		9.49%		53.94%		2.58%		13.33%		2.57%		2.57%		4.14%		0.86%
COST PER ENROLLMENT	$5,343		$795		$507		$2,882		$138		$712		$137		$137		$221		$46

Table 5-4B. Classification of total resource costs per pupil served for an elementary school

Line No.	Job Title	TOTAL RESOURCE COST PER PUPIL SERVED	The Distribution of Resource Costs among Programmatic and Functional Classifications																	
			General admin		Maint. & Oper		Regular education program						Special education						Food Svs	
							Regular Clsrm		Suppl. instruc		Instruc. support		Self-contained		Resource pgm		Related svs			
			y/n	Amount	y/n	Amount	y/n	Amount	y/n	Amount	y/n	Amount	y/n	Amount	y/n	Amount	y/n	Amount	y/n	Amount
	(1)	(2)	(3a)	(3b)	(4a)	(4b)	(5a)	(5b)	(6a)	(6b)	(7a)	(7b)	(8a)	(8b)	(9a)	(9b)	10a	(10b)	(11a	(11b)
	Administrators											$0								
	Principal,Headmaster	$201	1	$201		$0		$0		$0		$0		$0		$0		$0		$0
	Vice/Asst Principal	$160	1	$160		$0		$0		$0		$0		$0		$0		$0		$0
	Instructional Coord/Supv	$48	1	$48		$0		$0		$0		$0		$0		$0		$0		$0
	Department Chair	$0	1	$0		$0		$0		$0		$0		$0		$0		$0		$0
	Teachers and instructional support personnel																			
	General elementary	$1,869		$0		$0	1	$1,869		$0		$0		$0		$0		$0		$0
	Math	$187		$0		$0	1	$187		$0		$0		$0		$0		$0		$0
	Science	$0		$0		$0	1	$0		$0		$0		$0		$0		$0		$0
	English/Language Arts	$187		$0		$0	1	$187		$0		$0		$0		$0		$0		$0
	Social Studies	$0		$0		$0	1	$0		$0		$0		$0		$0		$0		$0
	Vocational/Technical Educ	$0		$0		$0	1	$0		$0		$0		$0		$0		$0		$0
	Other Teacher	$187		$0		$0	1	$187		$0		$0		$0		$0		$0		$0
	Spec Educ: self-contained	$4,112		$0		$0		$0		$0		$0	1	$4,112		$0		$0		$0
	Spec Educ: resource spec	$1,175		$0		$0		$0		$0		$0		$0	1	$1,175		$0		$0
	Speech therapist	$1,408		$0		$0		$0		$0	1	$1,408		$0		$0	1	$1,408		$0
	Physical/Occup therapist	$8,448		$0		$0		$0		$0	1	$8,448		$0		$0	1	$8,448		$0
	Psychologist	$335		$0		$0		$0		$0		$0		$0		$0	1	$335		$0
	Social worker	$26		$0		$0		$0		$0	1	$26		$0		$0		$0		$0
	School counselor	$94		$0		$0		$0		$0	1	$94		$0		$0		$0		$0
	Library, media specialist	$178		$0		$0		$0		$0	1	$178		$0		$0		$0		$0
	Other instructional support	$89		$0		$0		$0		$0	1	$89		$0		$0		$0		$0
	Instructional and student support assistants (aides)																			
	Regular education	$470		$0		$0	1	$470		$0		$0		$0		$0		$0		$0
	Special educ: self-contained	$2,068		$0		$0		$0		$0		$0	1	$2,068		$0		$0		$0
	Special educ: other	$591		$0		$0		$0		$0		$0		$0	1	$591		$0		$0
	Library/media aides	$46		$0		$0		$0		$0	1	$46		$0		$0		$0		$0
	Health aide	$46		$0		$0		$0		$0	1	$46		$0		$0		$0		$0
	Extended day/before/after sch	$517		$0		$0		$0	1	$517		$0		$0		$0		$0		$0
	Yard duty	$46		$0		$0	1	$46		$0	1	$46		$0		$0		$0		$0
	Other	$92		$0		$0		$0	1	$92		$0		$0		$0		$0		$0
	Other school-level staff																			
	Secretary & clerical support	$173	1	$173		$0		$0		$0		$0		$0		$0		$0		$0
	Administrative/managerial staf	$46	1	$46		$0		$0		$0		$0		$0		$0		$0		$0
	School bus/accountg staff	$53	1	$53		$0		$0		$0		$0		$0		$0		$0		$0
	Technical/computer support	$53	1	$53		$0		$0		$0		$0		$0		$0		$0		$0
	Custodian, Gardener, gen mai	$294		$0	1	$294		$0		$0		$0		$0		$0		$0		$0
	Skilled trades	$123		$0	1	$123		$0		$0		$0		$0		$0		$0		$0
	Cafeteria worker/food service	$46		$0		$0		$0		$0		$0		$0		$0		$0	1	$46
	Security personnel	$90		$0	1	$90		$0		$0		$0		$0		$0		$0		$0
	Other	$61	1	$61		$0		$0		$0		$0		$0		$0		$0		$0
						$0				$0										
	TOTAL			$795		$507		$2,946		$609		$10,380		$6,181		$1,766		$10,191		$46

Next Steps

To inform decisions about incorporating the proposed procedures into *SASS*, the following steps are recommended. First, a more complete testing of the final instruments is advised. One needs to send these forms out to a sample of schools and have them completed in an environment more closely corresponding to the ways in which they would be implemented with *SASS*. Only with this kind of test can one determine the potential impacts on burden and response rates.

Second, the data should be keyed and analyzed to identify any potential problems with the processing and analysis of the data actually obtained from the field. Putting the data to this kind of test should provide some indication of problems that might be encountered in the completion of the forms.

Third, one would need to followup with the actual respondents to determine who completed the forms, if they interpreted the questions correctly, and how accurately the information was recorded.

Fourth, forms for private schools need to be developed and tested. While it is anticipated that similar terminology and structure may be used for implementation of these forms in the private sector, these assertions would need to be tested to determine how well these data collection instruments and procedures would work for private schools. Thus, the next test should include private schools in the sample, and a separate version of the forms should be designed explicitly for private schools.

An Alternative Approach

An alternative course of action would also consider ways in which the current questions on the *SASS* school questionnaire might be revised to obtain better information on school personnel. Currently, the *SASS* school questionnaire requests head counts of full-time and part-time personnel broken down into various categories. These items are described in appendix H to this report, questions 16 and 17 from the *Public School Survey*.

An alternative approach would involve refining these questions along two dimensions. First, one could consider alternative ways of categorizing staff to provide greater detail on program and function. For example, the categories of staff could be expanded to reflect those included on the expanded staff listing forms proposed in this project. A more complex structure for categorizing staff would also be required to capture services of personnel to children eligible for the Title I program, special education programs, or programs directed at limited English proficient students.

Second, the measure of intensity of staff utilization needs to be improved by refining counts of part-time staff. For public schools, the vast majority of staff are likely to be full-time. However, there are substantial itinerant or part-time services provided through personnel operating out of the district office; it is important to capture the level of service provided by these individuals within the school. Moreover, certain personnel may be serving more than a single function or hold more than a single job title within a specific school. For private schools, there may well be a greater reliance on part-time staff.

One approach would ask respondents to add up the total hours of staff time across all staff or at least all part-time staff in each of the categories. This would be comparable to the kinds of information derived from the *Staff Listing Forms* proposed in this project, but would still need to be pilot-tested.

Whichever way NCES decides to direct its efforts to improve these data, this project has provided useful information on how principals and potential school respondents think and organize information about school-level personnel.

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Appendix A

Agenda and Draft Materials Prepared and Distributed at the Initial Meeting at NCES (December 17, 1996)

SASS RE-DESIGN PROJECT:
Improving the measurement of educational resources at the school and district level.

Agenda for the December 17th Meeting at NCES
80 F Street, Room 206

Attending from AIR: *Jay Chambers, Tom Parrish, Roger Levine, Joel Sherman, Mike Garet*
Attending from NCES: *Paul Planchon, Mary Rollefson, Dan Kasprzyk, Bill Fowler, Marilyn McMillen*

I. **Purpose of the meeting**. This meeting was originally scheduled to discuss ways of gathering resource data through SASS. The scope of the meeting has been expanded to recognize other SASS related projects on finance and private schools and to figure out how to coordinate these two approaches. We want to explore how these two approaches fit together and how we might draw on the best features of both to improve the information on resource allocation in schools and districts in both the public and private sector.

II. **Overview of the project**. In this part of the meeting, we will provide an overview of the parameters of the original project proposal.

III. **Goals for measurement of school and district resources.** This portion of the meeting will focus on the goals and objectives of measurement of school resources. What do we mean by school resources? Why are these measures important? What do they tell us? We will discuss the importance of understanding service delivery in the context of educational productivity?

IV. **Types of data items required at the school and district level**. In this portion of the meeting, we will review some illustrative formats for gathering resource or staffing data.

V. **Relationship of this data collection to previous studies of this type (e.g., Chapter 1 study, special education cost studies**). We will briefly discuss some of the previous experience we have had gathering these kinds of data. We will discuss the notion of the importance of collecting data in a form most familiar to the respondents.

VI. **Public versus private school data**. We will discuss the similarity and differences in public and private school operations and what implications this may have for data collection in these two sectors.

VII. **The kinds of fiscal data required under the resource approach**. While resource data generally focuses on direct measures of quantities of inputs, in some instances, it is necessary to gather certain elements expressed in terms of dollars. Certain non-personnel resources are often best gathered through fiscal data sources and there is ultimately the need for information on measures of compensation and benefits to aggregate staffing information – to build from a bottom-up resource approach.

VIII. **Compensation and benefits information**. In this portion of the meeting, we need to discuss alternative ways to obtain information on salaries and benefits of staff in order to translate resource information into dollar terms.

IX. **Questions for NCES staff**. There are a number of procedural questions we need to address with NCES staff. We need to refine the scope of the project in terms of new data items to be introduced, old data items to be deleted, limitations on space, limitations on time and burden of respondents, time-lines for the project, and other procedural issues.

X. **Procedures for testing data collection techniques**. We will discuss and seek feedback from NCES on the various data collection procedures we might use for this project.

XI. **Goals for measurement of school and district finances**. We need to discuss how these two projects fit together. We need to obtain feedback from NCES staff as to what your goals are with regard to the utilization of these two approaches.

XII. **Next steps**. We need to identify the next steps.

ATTACHMENT A

Sample items for gathering FTE staffing data by program

The grids on the following pages are intended to provide a sample of the way in which one might design the items to replace the head counts of full-time and part-time staff in the existing SASS school questionnaires. These are only intended to be illustrative of the way in which these data might be gathered. Obviously, much testing would have to be done to finalize the format and to decide on the programmatic categories which should be captured in these items.

PUBLIC SCHOOL QUESTIONNAIRE

Certificated school staff

How many FULL-TIME-EQUIVALENT (FTE) staff positions in this school in each of the following categories around the first of October?

Job title	Full-time-equivalent certificated personnel by program						
	Totals	Regular Education	Special Education	Title I	Limited English Proficient	Vocational Education	Other Programs
Principals							
Vice/Assistant principals or other certificated administrative staff							
Instructional coordinators and supervisors, such as curriculum specialists							
School Counselors							
Library Media Specialists/Librarians							
Psychologists, social workers or other professional student support services							
Therapists: speech, physical or occupational therapists							
Classroom teachers: self-contained							
Classroom teachers: departmentalized							
Resource teachers or subject area specialists: providing pull-out services							
Resource teachers or subject area specialists: providing services in the regular classroom							
Resource teachers or subject area specialists: providing services in departmentalized environment							
Long term substitute teachers							

PUBLIC SCHOOL QUESTIONNAIRE

Non-certificated school staff
How many TOTAL HOURS PER WEEK of personnel services in this school in each of the following categories around the first of October?

Job title	Typical Contract Days per year of Work for this category of worker (excluding paid vacation & holidays)	Total hours per week of non-certificated personnel services by program						
		Totals	Regular Education	Special Education	Title I	Limited English Proficient	Vocational Education	Other Programs
Instructional aides								
Library media center aides								
administrative or other aides								
Secretaries or clerical support staff								
Custodial or maintenance staff								
Food service staff								
Other non-certificated staff								

ATTACHMENT B
LISTS OF SCHOOL EMPLOYEES FOR SASS SAMPLING

PLEASE NOTE. The tables contained in this attachment are only intended to be suggestive of the kind of data collection instrument that might be used to gather staffing information. It is recognized that considerable work is left to be done on the precise design for this kind of data collection instrument. The purpose of these tables is simply to suggestive the kind of approach that might be taken if one could gather data through listing all employees at the school site.

TABLE 1. LIST OF SCHOOL EMPLOYEES

INSTRUCTIONS. In the tables below, list all employees who provide services either full-time or part-time to the students in this school on a regular basis. For example, an itinerant resource teacher or speech therapist who visits the school one day each week to serve a specific group of children or to consult with teachers on a regular basis should be included in this list.

List of Teachers and other professional educators (certificated personnel in the public sector)

Employee name	**Assignment Information** in this school				**Percent of Full-time**		**Average class size or caseload***
	Primary Assignment		Secondary Assignment		in this school	in this district	
	Code	% F/T	Code	% F/T			
(1)	(2a)	(2b)	(3a)	(3b)	(4)	(5)	(6)

*If the individual serves in a consulting role in their job title and does not serve students directly, then record >n/a= in the column for class size or caseload.

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TABLE 2. List of other employees (non-certificated personnel in the public sector)

Employee name	Assignment Information in this school				Percent of Full-time		Average class size or caseload*
	Primary Assignment		Secondary Assignment		in this school	in this district	
	Code	% F/T	Code	% F/T			
(1)	(2a)	(2b)	(3a)	(3b)	(4)	(5)	(6)

JOB ASSIGNMENT CODES FOR TABLES 1 AND 2

Assignment Codes for Teachers and Other Professional Educators (certificated personnel)
If the individual serves as a department head or program supervisor for a particular category of assignment, then record an >H= for department head or >S= for program supervisor immediately after the assignment code.

Teaching assignments

General elementary assignments
- Regular self-contained K
- Regular self-contained 1-3
- Regular self-contained 4-6
- Regular elementary art, music, PE

LEP/Bilingual assignments
- Bilingual self-contained K
- Bilingual self-contained 1-3
- Bilingual self-contained 4-6
- Resource teacher - ESL

Special education assignments
- Self-contained special class - ungraded
- Resource teacher-primarily pull-out
- Resource teacher-primarily push-in (inclusion)

General secondary assignments
- Self-contained special class
- Departmentalized - *Art*
- Departmentalized - *Business*
- Departmentalized - *English*
- Departmentalized - *Foreign Language*
- Departmentalized - *Math*
- Departmentalized - *Science*
- Departmentalized - *Social Science*
- Departmentalized - *Vocational Education*

Related services
- Speech therapist
- Audiologist
- Psychologist
- Psychometrist

Administrative Assignments
- Principal
- Assistant or Vice Principal
- Dean
- Other Administrator

Support Personnel
- Media specialist or librarian
- School nurse
- Guidance counselor

Assignment codes for other employees (non-certificated personnel in the public sector)

Paraprofessionals
- Instructional aides
- Bilingual instructional aides
- Special education instructional aides
- Transportation aides
- Health aides
- Library aides
- Office paraprofessionals
- Other

Clerical and office staff
- Secretaries
- Administrative assistants
- Office clerks
- Other

Custodial/maintenance
- Buildings and groundskeepers
- Custodians
- Skilled Maintenance

Transportation Personnel
- Bus Drivers
- Bus Mechanics

Technical and administrative
- Accountant
- Data processor
- Computer programmer
- Administrator/manager

ATTACHMENT C
SAMPLE QUESTIONS FOR GATHERING EMPLOYEE BENEFIT DATA

Sample Questions on Employee Benefits

The following questions are designed to gather information on employee benefits. These questions would be included on a public school district questionnaire. Similar questions could be designed for inclusion on the private school questionnaire to obtain information for private school teachers. Once again these questions are intended to illustrative of the ways in which these data could be gathered and are not intended to be exhaustive of all of the benefit items which could be taken into account.

Employee Benefits:

Table A-1. **Health and Welfare Benefits Per Certificated Employee.** What is the amount of money contributed by the district on behalf of each certificated employee for health and welfare benefits including health insurance, life insurance, dental insurance, vision insurance, and related items? These items are generally contributed in the form of a lump-sum amount per employee. We recognize that this amount may be different for each employee depending upon the numbers of dependents, the plan selected, and other selected dimensions of available plans. *If your district offers employees a choice of plans, please record the information below for the plan most widely selected by your teaching staff.*

Types of Health and Welfare Benefits	Contribution per employee per year for:		
	Employee only	Employee & spouse only	Employee & all dependents
Health Insurance (including major medical)			
Dental insurance			
Vision insurance			
Life insurance			
Other: specify: _____			
specify: _____			

Table A-2. **Other District Contributions to Certificated Employee Benefits.** What are the *typical* percentages of salary contributed by the district on behalf of certificated employees for retirement, unemployment compensation, workers compensation, disability insurance, and other related benefits?

Other benefits to which districts contributed based on a percentage of employee salary	PERCENT OF SALARY CONTRIBUTED	
	By the district	**By the State**
Retirement	%	%
Unemployment compensation	%	%
Workers compensation	%	%
Disability	%	%
Other: specify_____	%	%

Are teachers included as part of the Social Security System?
Q YES Q NO

Appendix B

Comparison of Alternative Approaches to Collecting Staff Data
(Submitted to NCES on January 7, 1997)

Matrix for Comparing Alternative Approaches for Gathering Data on School Staffing

Advantages are in **Times-roman bold** type face.
Disadvantages are in *Times-Roman Italics.*
Each approach is ranked by dimension: 1=best and 3=worst.

Dimension of Data Collection	ALTERNATIVE DATA COLLECTION APPROACHES		
	Addition of FTE items to Survey	**Staff Listing - School completes forms**	**Staff Listing - Data collector completes forms**
Quality of Data	*3=LOWEST QUALITY DATA:* - *LOW FOR FTEs. FTEs are difficult to define, especially for non-teaching personnel.* - *LOW FOR FTE COUNTS. Counts may be internally inconsistent (e.g., the total number of teachers, categorized by grade may not equal the total number of teachers, characterized by race/ethnicity, etc.).*	**2=GOOD QUALITY DATA:** - **HIGH FOR FTEs. Defining FTEs is still a difficulty, but more detailed information on hours of work and terms of employment may be asked about individuals that allow one to define FTEs in comparable ways.** - **HIGH FOR COUNTS. Counts will be internally consistent. It is also easier to request school officials to list each staff member and provide factual information about each one, while allowing the computer to do the various aggregations or counts.**	**1=HIGHEST QUALITY DATA:** - **HIGH FOR FTEs. Defining FTEs is still a difficulty, but more detailed information on hours of work and terms of employment may be asked about individuals that allow us to define FTEs in comparable ways.** - **HIGHEST FOR COUNTS. Data quality may be highest under this approach because the coding is largely done by data collectors reviewing off-the-shelf information from schools. Clarification of specific items or individual data can be obtained by phone.**
Item Response Rate	*3=POOREST ITEM RESPONSE RATE* - *due to potentially complex calculations*	**2=GOOD ITEM RESPONSE RATE** - **due to ease of categorization structure.**	**1=HIGHEST ITEM RESPONSE RATE** - **due to trained data recorders.**

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Matrix for Comparing Alternative Approaches for Gathering Data on School Staffing continued.....
Advantages are in **Times-roman bold type face.**
Disadvantages are in *Times-Roman Italics.*
Each approach is ranked by dimension: 1=best and 3=worst.

Dimension of Data Collection	ALTERNATIVE DATA COLLECTION APPROACHES		
	Addition of FTE items to Survey	**Staff Listing - School completes forms**	**Staff Listing - Data collector completes forms**
Instrument Response Rate	- **2=High response to Teacher Listing Form due to more limited number of data items.** - *3=Lower response to school survey due to increased burden associated with provision of counts.*	- *3=Lower response to Teacher Listing Form possible due to increased initial burden (getting the information up front rather than in two parts).* - **2=This approach could increase the overall response to the survey due to lower burden in completion of the school survey.**	- **1=Highest response rate to Teacher Listing Form due to decreased burden of supplying information.** - **1=This approach could increase the overall response to the survey due to lower burden in completion of the school survey.**
Respondent Burden	*3=LOWEST RESPONDENT BURDEN* - *This approach requires school officials to count the same staff multiple times for each possible categorization (race-ethnic background, job title, programs or subjects taught).* - *To do these counts accurately requires respondent to create listing of their own.* - *Respondent must cross walk their categories into survey categories*	**2=GOOD RESPONDENT BURDEN** - **Lower overall respondent burden for school questionnaire and listing form since we are requesting the kind of basic information necessary for the school to provide counts in the first place.** **Computer does the counting rather than school officials.** - *Respondent must cross walk their categories into survey categories.*	**1=RESPONDENT BURDEN LOWEST** - **Lowest overall respondent burden since school officials have the option of sending in data from off the shelf sources and simply coding a few additional items not generally kept in off the shelf listings.** - **Computer does the counting rather than school officials.** - **Data collector takes the responsibility for cross walking and coding most categorizations of school personnel.**

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Matrix for Comparing Alternative Approaches for Gathering Data on School Staffing continued.....
Advantages are in **Times-roman bold** type face.
Disadvantages are in *Times-Roman Italics*.
Each approach is ranked by dimension: 1=best and 3=worst.

Dimension of Data Collection	ALTERNATIVE DATA COLLECTION APPROACHES		
	Addition of FTE items to Survey	**Staff Listing - School completes forms**	**Staff Listing - Data collector completes forms**
Cost and burden on contractor (data collector)	**1=LOWEST COST TO CONTRACTOR** - **Relatively simple data entry** - *Requires more complex follow up and greater use of data cleaning procedures when inconsistencies are revealed.*	*2=HIGHER COST TO CONTRACTOR* - *Data entry requirements are larger for the listing approach since information about each individual staff member must be coded.* - **Follow up is relatively simple since it is based on more factual information about individuals and does not require one to trace back how a particular count was achieved**	*3=HIGHEST COST TO CONTRACTOR* - *This approach requires training of data recorders and quality control for data entry staff. Data entry is more complex and requires judgement of data collectors not necessary in other approaches.* - *Data entry requirements are larger for the listing approach since information about each individual staff member must be coded.* - **Follow up is relatively simple since it is based on more factual information about individuals and does not require one to trace back how a particular count was achieved.**

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Matrix for Comparing Alternative Approaches for Gathering Data on School Staffing continued.....
Advantages are in **Times-roman bold type face.**
Disadvantages are in *Times-Roman Italics.*
Each approach is ranked by dimension: 1=best and 3=worst.

Dimension of Data Collection	ALTERNATIVE DATA COLLECTION APPROACHES		
	Addition of FTE Items to Survey	**Staff Listing - School completes forms**	**Staff Listing - Data collector completes forms**
Impact on current SASS administration procedures	1=LEAST IMPACT ON CURRENT SASS - **None**	2=SOME IMPACT ON CURRENT SASS - To the extent that this increases the initial burden of data collection, it may delay return of the Teacher Listing Form (TLF) used for selection of the teacher sample.	**3=SUBSTANTIAL IMPACT ON CURRENT SASS** - **This approach could speed up the response for the TLF request since for the most part off the shelf information is being requested.** - *There could be a delay in selection of the sample because of delays in processing the information necessary for sample selection.*

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Appendix C

First Draft of Instruments
(Submitted to NCES in February 1997)

To:	Dan Kasprzyk, Mary Rollefson
From:	Jay Chambers and Roger Levine
Date:	17 February 1997
RE:	SASS Resource Measures Project (ESSI Task 55)

The purpose of this memo is to respond to your request for further information dated January 22, 1997 and to present tentative drafts of materials being developed for this project to improve SASS data collection on school and district resources. We delayed responding to your request for further information because we needed to spend some time trying out alternative approaches among ourselves. We wanted to make sure that we could propose some viable alternatives for collecting these kinds of data (e.g., FTEs), and that, at the same time, we captured the information required to achieve our original objective of improving the measurement of resources in schools.

Before responding to the issues raised in your memo, it is important to convey to you that the draft instruments and data collection procedures accompanying this memo represent a tentative draft which will form the basis for interviews to be held in the next two weeks with district and school administrators. Based on these interviews, we are planning to complete revised drafts during the first week in March and these revised drafts will be used in a pilot test during the March and early April. Based on the pilot tests, the instruments and procedures will be revised for our final report to you at the end of April.

With this in mind, let us respond to each of the issues you raise in your memo of January 22.

Approach to measuring FTEs.

Our previous experience suggests that gathering FTE data is more problematic for non-certificated personnel who generally work, and are most often paid, on an hourly basis than for certificated personnel who are regarded as professionals. In most cases, districts are able to report FTE information for certificated personnel. The problem is that the definition of what really constitutes one FTE position differ across states and districts. For example, the number of days of teaching per year and the total number of hours per day for which teachers are paid may vary considerably across states and districts.

The instruments we have developed make an attempt to get at some of the factors that underlie the differences in the assignments of both full-time and part-time certificated and non-certificated school personnel. In addition, we have asked questions designed for the school questionnaire that are intended to gather information about what constitutes full-time employment for different categories of staff.

An overview of the data elements and how they will be used

The primary purpose of the suggested changes in data collection we are recommending in this project are directed toward gathering better information about school personnel and how they are utilized to provide educational services across local schools and school districts. To carry out this objective, we have designed the following data collection instruments and procedures which are attached to this memo:

To describe the data elements we are gathering, let us list each of the items which have been attached to this memo and then describe the data elements gathered on each item.

(1) **Teacher/Staff Listing forms.** These forms are draft versions of materials which involve revisions of the Teacher Listing Form currently used by SASS to gather sufficient information necessary for the sampling of teachers. The revised forms gather some similar items of information for all school level staff.

(2) **Salary information for school staff.** Because salary data for school level staff are generally not maintained at the school site, we developed a matrix to gather some basic salary information from district office on the salaries of the school staff about whom we gathered job assignment information on the listing forms referred to above.

(3) **Additional items to be added to the SASS School Survey.** To gather complete information on the utilization of staff, it is necessary to add some questions to the *SASS School Survey* to gather some school wide information about staffing and staff utilization.

(4) **Information on staff benefits.** This component of the data collection is designed to improve the quality of the information currently gathered on the school and district level surveys of *SAS* about staffing benefits. The purpose of this component is to gather data that would permit estimation of the full costs of compensation of school staff.

(5) **Collecting staff data from districts.** This final component proposes an alternative approach to gathering detailed staffing data from the central administrative and support sites maintained by public school districts.

Each of these components is discussed in more detail below.

(1) Teacher/Staff Listing forms.

As previously discussed, we have modified the *SASS Teacher Listing Form (TLF)* so that it can be employed to collect data necessary for the development of resource cost measures. **Forms A and B** modify the *TLF* in the following ways:

a. **Separate elementary/secondary forms.** Instead of a single TLF for all teachers, separate TLFs for elementary (non-departmentalized) teachers and secondary (departmentalized) teachers were prepared. While the basic information on the TLF is very similar to the current form proposed for use in *SASS*, there are some differences in the nature of asssignment information for these two levels of teachers.

b. **Extended information on bilingual/ESL.** The currently proposed TLF item that collects information about Bilingual/ESL teachers asks the respondent to make an 'X' if the teacher is a bilingual or ESL teacher. Our revised version of this item asks that Bilingual teachers be identified with a 'B' code and ESL teachers with an 'E' code. This additional coding provides necessary information to be used in conjunction with the assignment data.

c. **Added items on teacher assignments.** New items are listed as part 2 of Forms A and B. It is intended that the part 2's physically be part of the TLF -- either through printing the TLF on wider paper or through clever formatting (i.e., fold-over documents). We did not attempt to do this formatting until we have finalized the instruments.

The instructions for completing **Forms A and B** should be integrated with the instructions for completing the TLF. Instructions for these forms have not been completed since these are still draft instruments. However, these instructions will be completed prior to pilot testing the instruments.

Forms C, D, and E are new forms which are intended to collect data about the non-teaching staff employed at the school site.

Administration of the forms. There are several different ways of implementing administration of these forms.

Alternative 1. **Forms A - E** can be sent out in lieu of the *Teacher Listing Form*. This approach might delay completion and returning of the *TLF* with data necessary for selection of the *Teacher Survey* sample.

Alternative 2. These forms might be administered in a 2-phase process, with the respondent initially being sent only the part 1s of **Forms A and B**. This is analogous to the currently employed approach. After the **Form A and B** part 1 data are keyed (and used for Teacher Survey sample selection), part 2's can be printed and sent to the schools (with forms **C, D**, and **E**) for completion. These can be sent with the School Surveys. **Forms A and B**, part 2s, could contain all the information already provided (to validate the

original TLF data); minimally, they would list names. Respondents would be provided with instructions for completing part 2's, along with the general instruction to provide information for the listed teachers' assignments as of the date the first part of the Form was completed.

Use for analysis. These data gathered through the *Staffing Listing forms* provide a more complete picture of the types of staff employed by schools and the nature of their instructional and non-instructional assignments. It provides information on the way services are delivered (e.g., through self-contained classrooms or resource rooms) and it provides information on the numbers of children served in each of these contexts. These data will provide information on the utilization of resource teachers in elementary schools and the extent of inclusionary practices in special education. It provides more extensive information on the availability of subject matter specialists beyond the self-contained classroom teacher in elementary schools.

The data also provide information on the distribution of children being served in each of the contexts. For both teachers and instructional aides, the forms request information on total numbers of children served (in some cases class sizes and in other cases caseloads) for different types of staff. These are information which are commonly available at the school site. Class size and caseloads are generally available from a secretary in an elementary school and from the person who manages the master class schedule at a high school or middle school.

These data will permit us to examine the ways in which districts, with different mixtures of student needs in communities with differing levels of wealth, are actually serving children. Rather than looking at information in raw dollars of expenditure, we can obtain a clearer picture of the raw resources or ingredients that go into the educational experiences of children across the nation.

Moreover, the analysis does not stop at the classroom teacher, but includes information on the configuration of administrative and support staff available to provide services at each school site. In many instances, it is the availability of such personnel that distinguish the rich from the poor schools. By virtue of the way information is collected on special education, bilingual/ESL programs, and title I, we can also distinguish the programmatic affiliations of various staff. The detailed information on instructional aides will allow analysts to determine the ways in which aide time is being utilized across schools and across programs.

(2) Salary information for school staff.

The **Form to collect salary information from districts** can be slightly simplified if teacher salary data items on the next district survey remain unchanged. This form requests the lowest and highest full-tiome salary paid to the major categories of school personnel about whom we are gathering data in the staff listing forms described above. We would like to obtain information on the average salaries of these personnel, but were concerned about burden issues. As part of our interviews, we will be asking about the problems encountered in requesting

average salary information as opposed to the lowest and highest salaries. The other items requested will provide use with information necessary to estimate hourly wages for each category of personnel and to define an FTE for each category.

Administration of these forms. This form can be included as part of the *SASS district (Teacher Demand & Shortage) survey* or as a separate module of the *district survey* which is forwarded to payroll office for completion.

Analysis. These data will allow us to cost out the staff services delineated in the staff listing forms. There are a variety of ways of using these data for this purpose. First, if we assume we are unable to obtain average salary information, we can estimate it in the following way. We are asking for the low and high salaries for teachers on this form. In addition, *SASS* already allows us to estimate the average salaries for a sample of teachers within each district. As a first pass at estimating an average salary for other school personnel, one could use the relationship between the teacher average salary estimated from the *SASS Teacher Survey* and the low/high salaries from the **Form to collect salary information from districts** to estimate (interpolate) the average salaries of other staff. This may provide a more satisfactory estimate than simply taking the average the low/high salaries which is the next best solution. At least the average salary information contained in the teacher survey reflects something about employee mobility. Using these estimates of average salaries, one could estimate the variations in expenditures for school level personnel by combining the salary information with the resource information contained in the listing forms.

An alternative procedure would involve costing out the resources within schools using estimates of the national or state low, high, or average salaries as described in the paragraph above. By using the same salary level across a given jurisdiction, one can observe variations in the level of expenditure associated only with the variations in the levels of staff exclusive of variations in salary levels. Using this approach, one can sort out the extent to which variations in the expenditures for staff across different schools are due to differences in the salaries paid to staff as opposed to differences in the combinations, configurations, and utilization of staff.

Finally, one can estimate the cost (standardized or not) per pupil of various types of services: self-contained classroom services, resource services (push-in or pull out), departmentalized services by subject area, title I services, bilingual/ESL services, and special education services.

(3) Additional items for the SASS School Survey.

These items provide additional information about the nature of certain teaching and non-teaching assignments and payments for services. The information helps define an FTE for certain types of teachers. It also requests information on how teachers are paid for extracurricular activities or supervisory responsibilities.

Use for analysis. These items of information will simply help us to interpret and utilize the data gathered about staff on the staff listing forms discussed above.

(4) Information on staff benefits.

We have developed two alternative approaches to gathering benefit data. We are hoping that our interviews will provide us with information on which approach or what combination of these two approaches might best gather this information: **4A - Benefit Item Questions** and **4B - Information on employee benefit programs and costs**. These items are required to produce precise estimates about the benefits provided to district employees.

Under alternative **4A**, they items we have developed are quite extensive, in that few assumptions are being made about eligibility requirements. Districts may have different eligibility requirements for health, unemployment, and retirement benefits. If so, these items will collect such information. However, if districts' eligibility for ALL benefits is dependent on the same criteria, these items can be reduced substantially. As you will notice, each of the sections developed under alternative 4A follows the same format:

(1) Does the district offer the benefit?

(2) If so, is there a requirement for working a certain # of hours/week?
(a) If so, how many?

(3) If so, is there a tenure (length of employment) requirement?
(a) If so, how long?

(4) If so, are all employees meeting the above criteria eligible?
(a) If not, which employees?
Part a is presented as an open-ended item in this draft. It is intended to be a closed-ended item, which would list the following types of employees: (CERTIFICATED STAFF: Teaching & related service personnel (Teachers; Speech/ Language Therapists), Instructional Support Personnel (Guidance Counselors, library/media specialists, social workers, nurses, other therapists [besides speech/language therapists], psychologists), School Administrators (School principals/headmasters, other school administrators); NON-CERTIFICATED STAFF: Accounting/business staff, technical staff, paraprofessional/instructional aides, custodial/nonskilled maintenance personnel, and skilled maintenance personnel.) Rather than list all types, it is probable that pilot testing would suggest ways of combining categories.

Similarly, if Unemployment Insurance, Workers' Compensation Insurance, and Social

Security are mandated in districts for all employees, these items can be reduced substantially.

Alternative **4B** requests information in a tabular form and makes a number of assumptions about the differences in the way benefits are paid to different classes of employees. It summarizes the information in a shorter table and requires less space, but this approach, in some ways, is much less precise and flexible.

Administration of these forms. Staff benefits items can be included as part of the *district (Teacher Demand & Shortage) survey* or as a separate module of the district survey which is forwarded to payroll for completion along with the form under item **2** designed to gather salary information about school level personnel.

Use for analysis. This benefit information will be used to provide a more comprehensive view than we have ever had before about teacher and staff compensation in our nations schools. Up to now, we have had virtually no information about the costs of benefits for individual personnel. We have examined patterns of variations in salaries in relation to characteristics of jobs, job assignments, schools, districts, and regions within which school staff are employed. But, in fact, the costs of school staff include both salaries and benefits. Benefits can account for anywhere from 20 to 50 percent of total compensation for individual staff. These benefit data described in the forms we have proposed will allow us to estimate total compensation (salaries and benefits) paid on behalf of employees by the schools and districts in which they are employed.

(5) Collecting staff data from districts.

Our original goal in this project was to improve the quality of the information about how staff are employed and utilized in public schools and districts. Most of the important information about how children are served may be gathered at the school level. But there is significant interest in how much of the money actually reaches the children at the school level. Thus, it is important to sort out how the funds are expended at the district level and how much is left over from total district budgets to be allocated to the school level. This component of the project will describe some of the issues with which we have been grappling in the process of designing something for the district level comparable to what we suggested for the school level.

The approach being suggested by the work being done by Joel Sherman, Mike Garet and Julie Isaacs at PRC provides one picture of the allocations of expenditures to the district level for administrative and support services. They suggest dividing expenditures into three parts: those which are clearly assigned to the school site; those which tend to relate to services provided to or at the school site but which are accounted for centrally and could be allocated via formula to the school site; and those which are assigned to the central office. The object and functional classifications they suggest follow the NCES guidelines and reflect pretty much what is contained in the F33 data collection currently with the exception of tracking the dollars to the

school level. By separating district and school functions, they do add an important dimension to this information. We would suggest that with some minor modifications in the structure of their forms for gathering this fiscal data, the information would be sufficient to accomplish some of the analyses we would like to be able to do with the *SASS* data.[1]

After developing a number of alternative approaches to gathering additional and more detailed information about district level staffing, we finally arrived at an approach which we believe is very doable, but which requires a very different approach to data collection then previously utilized. The traditional approach to data collection involves designing a series of forms to collect information and to asking someone at the district office or school to complete the form given a set of instructions. The alternative approach which we propose involves providing a set of instructions to a programmer at the district level to create a file with the desired information from computerized datasets maintained by the district. These two approaches are described and compared in the discussion below. It is our intention to pilot test this alternative to see how well it works. **Item 5 (Request for district level personnel data file)** provides an example of how this approach might be implemented.

A. A comparison of the Traditional Data Collection versus a Request for Data with Programming Instructions: 18 Feb 97 draft

The purpose of this section is to compare two approaches to collecting data on school district staff.[2] The current and more traditional approach to gathering data through *SASS* is to rely on someone at the school or district level to complete a form designed to gather the desired information. Data collection of the traditional type goes through six steps:

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[1] First, we would recommend that salaries be broken out into two categories: certificated and non-certificated. This is an important distinction in sorting out the types of staff being allocated to certain functional areas of responsibility. Second, we would argue that the three parts of expenditure (i.e., school level, district level, and those occuring at the district level, but which may be allocated through formula to the school level) should be reduced to two: district versus school level functions. Those functions for which the cost centers are maintained at the district level should be reported at the district level, while the rest are school level functions. Services which are provided to the schools on an as needed basis or for which the services are organized at the dsitrict level (e.g., like transportation services) should be reported at the district level. Services of personnel who visit schools on a regular basis to serve a specific roster of children (e.g., itinerant staff) should be proportionately allocated to the school level. A more extensive definition is provided with our request for data discussed under item 5- Collecting staffing data from districts .

[2] This same approach could be used to gather information about school level staff as well as district level staff. However, to extend this to school level staff would present two problems. First, it would require one to alert the district office to the fact that a school level survey is being done, and this is something that I believe that *SASS* officials wanted to avoid doing. Involving districts in this way could complicate data collection at the school level. Second, this method would be limited in its ability to gather information on students served in the way we have proposed in our **Staffing listing forms** (item 1) above. Our approach to gathering data through the programmer relies on payroll files which our experience suggests exist for virtually all school districts in the country. However, it is rare that these files are tied in any way to the numbers of students served by individual staff.

- **Designing the data collection form.** A data collection form is designed which requests someone at the school or district level to record information about counts (either FTEs or numbers) of staff organized according to some relatively simple job or assignment descriptors.
- **Completing the form.** An individual (often a secretary or clerical person) at the school or district level either transcribes or records information from a variety of sources. Often the process requires this individual to recode information which is organized very differently from the way it is kept by the school or district.
- **Initial review & cleaning of recorded information.** An individual on behalf of the data collector reviews the data as it has been recorded on the data collection instruments to check for logical errors or missing data. As a result of this examination, someone may be required to recontact the district or school to clarify entries which appear problematic.
- **Entering the data.** Once the initial cleaning has occurred, the data are key entered. This part of the process occurs whether or not the data have been sent on a computer print out.
- **Final review and data cleaning.** Once the data are key-entered and a data set is created, a final process of computerized cleaning occurs to allow creation of a near-final data set. As a result of this review and cleaning, someone may have to recontact the school or district to reconcile inconsistencies. After this occurs, a cleaned data set is prepared.
- **Imputing missing values.** After the final data cleaning, imputation procedures are implemented to fill in missing values and create the final data set.

Consider what this process might look like if it were to involve a process which takes advantage of existing computerized files as much as possible.

- **Designing the request for information.** Rather than designing a data collection form, one would devise a request for information. Rather than requesting data in the form of aggregate counts, one would request data for individual school employees. The request would be designed for a computer programmer in the school or district (more likely the district). It would designate the classes of employees and the specific items of information which are desired.

  We generally request information that requires school or district staff to recategorize individuals or positions into a schema developed for research purposes. Rather than have an individual attempt to perform this activity from new or existing printouts, the programmer would be instructed to develop a reconciliation (cross walk) between their codes for jobs and assignments and the study's codes. A diskette might be provided with a program to assist in the programmer's development of reconciliation codes and the requested production of an ASCII file (or other format file).
- **Creating a data set (completing a form).** The process of completing the data collection form is changed to creating a data set. The programmer employed by the district or school would then be asked to create an ASCII (or compatible data base) file which contained the specific desired information about each individual staff member. The task of completing the data collection becomes a programming exercise involving the

recoding of district/school codes into an alternative form and producing an output data file. This process eliminates potential errors made by clerical staff in transcribing information onto a data collection form.

- **Initial review and cleaning of recorded information.** This process is much simpler than the original initial review and cleaning required of coded information. It merely involves an initial checking of the readability of the disk and the format of the information. Problems at this stage would require a follow up phone call to the district.
- **Entering the data.** There is no longer a need for keying in data. Data entry is simply reading in the data on the diskettes provided.
- **Final review and data cleaning.** Once the data are entered and a data set is created, a final process of computerized cleaning occurs to allow creation of a near-final data set. As a result of this review and cleaning, someone may have to recontact the school or district to reconcile inconsistencies. After this occurs, a cleaned data set is prepared.
- **Imputing missing values.** After the final data cleaning, imputation procedures are implemented to fill in missing values and create the final data set.

B. Cost and Burden for the Schools and Districts

It is hard to say at this stage which approach would be more costly or burdensome for the district. However, a number of points should be made. First, we often request staffing data in some form of aggregate counts, obtainable from off the shelf materials or computer programming runs by the district or school. Second, we request aggregate counts cut in a number of different ways: for example, by race-ethnicity, by job title, by gender, etc. This aggregation process may require processing of computerized information at the school or district level. The traditional method may require both programmers and clerical personnel to assemble, abstract, and record the desired information several different times.

The request for computerized information basically requires a clerical or office person knowledgeable about the district's coding system to help create a cross walk of district codes into the desired codes. Then, it requires a programmer to process payroll information on the basis of individual employees and transfer this information onto a diskette.

C. Costs and Burden for the Data collector

From the standpoint of the data collector, the process of cleaning the data has been reduced to a programming task. The initial review and cleaning of recorded information has been eliminated, and data entry via keying has been eliminated. Most of the cleaning process involves checking data for logical errors and making the necessary follow up calls to clarify any problems. Much of the potential for problems has been eliminated by using the computerized data collection, which provides a level of detail which would simply not be reasonable to request in the traditional method of data collection.

An example. The following instructions represent an example of how such a data collection process might be carried out. This example involves gathering individual information at the district level. The number of district staff will vary between one or two (in the smallest

districts) to an estimate of more than 13,000 FTE staff members in the largest districts in the U.S. (the New York City school system). This estimate is based on the FTE district personnel/student ratios in Ohio. In this state, for every 1,000 students there are 13.2 district staff.

Range of Estimated FTE

Enrollment category	Approx. % of districts	District Personnel
Less than 2,999	80%	Up to 40 FTE
3,000-7,999	14%	40 to 106 FTE
8,000-25,000	5%	106 to 330 FTE
>25,000 (up to 1,000,000)	1%	330 to 13,200 FTE

Along with the instructions, coding lists (Job Codes List and Functional Areas of Responsibility Codes List) are provided. These are drafts and should be revised based on pilot testing. We recognize that the job code list will have to be significantly modified in order to make the cross-walk sufficiently simple. The current listing is intended primarily to be illustrative of the types of information for which we are striving. Our interviews will hopefully provide us with a better sense of what is possible.

Use for analysis. These data will provide detailed information on how funds allocated at the district level are spent for administrative and support service staff. This information combined with the benefit information and the non-personnel expenditures which could be gathered through the types of fiscal approaches proposed in the PRC study could be used to examine total district spending patterns. Using the cross-walk between district coding and the desired categorization of staffing information will provide information on the allocation among broad categories of staff by function as well as programmatic responsibilities.

NEXT STEPS

We are going to conduct some background (informational) interviews with school and district staff to determine the general feasibility of these approaches and to guide refinement of these materials. After revisions, we will submit versions for your review prior to the conduct of the cognitive interviewing/field test.

We would appreciate any feedback you might have on these approaches. We will be sending you a schedule of appointments for pilot testing (not the interviews) as soon as we complete our contacts with local district and school personnel. We hope to make arrangements for these appointments this week. The actual appointments will occur some time during March.

(1) Staffing list forms (18 Feb 97)

Form A, part 1. Elementary (KG - 6) Teachers: Non-departmentalized (17 Feb 97)

Include all individuals with regular teaching assignments for students in elementary grades (KG - 6) who teach non-departmentalized classes. If a teacher only teaches specific subjects (such as science or history), please report this teacher on Form B. (USE TLF definitions). Teachers at higher grades who are responsible for providing instruction in all subject areas for a student and teachers who provide both departmentalized and non-departmentalized instruction should also be listed on Form A.

Line #	1. Name	2. Teacher's Race/ ethnicity	3. New	4. Teachers of students with limited English proficiency	5. Title 1	6. Teaching status
		Enter number which corresponds to the teacher's race/ethnicity 1-White (non-Hispanic) 2-Black (non-Hispanic) 3-Hispanic (can be any race) 4-Asian or Pacific Islander 5-American Indican or Alaska Native	*Enter an "N" if the teacher's total years in the teaching profession at all schools and school districts (not just their current school/district) is less than 3 years prior to the start of this school year.*	*If teacher is a Bilingual teacher, enter (B);* *if teacher is an ESL or ESOL teacher, enter (E).* **Bilingual** teachers use native language to varying degrees to instruct students with limited English proficiency. **English as a Second Language (ESL) and English for Speakers of Other Languages (ESOL) teachers** provide intensive instruction in English to students who have limited English proficiency. NOTE: *Do not mark regular foreign language teachers as B or E.*	*Mark (X) if applicable.* If the teacher is a Title 1 (paid in full or part by federal funds under the Elementary and Secondary Education Act) teacher.	*Enter the number which corresponds to the teacher's status.* 1-Full-time teacher 2-Part-time teacher

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Form A, part 2. Elementary (KG - 6) Teachers: Non-departmentalized

Line #	7. Teaching hours	8. Non-teaching Assignments		9. For each of the assignments listed below, please indicate the number of hours of classroom time per day and the number of students served. Do NOT include lunch or classroom preparation time. Enter the number of hours of classroom time in the left column and the number of students served in the right column. *For example, if the individual is a kindergarten (KG) teacher, and teachers a class of 30 students from 9 - 12 and 1 - 3, you should enter '5' to the left of the dotted line and '30' to the right of the dotted line.*									10. Team Teaching
				Regular Education				Special Education					
	Enter the number of hours per week employed at school as a teacher	Enter the number of hours per week employed at school in other nonteaching role(s) *If none, leave blank*	Other roles 1-Dept. Head 2-Program. (LEP, Title 1) Coordinator 3-Admin. (Principal, Asst. Prin., Dean) 4-Counselor 5-Other (Coaching, advising) *Enter a code for each non-teaching assignment. If none, leave blank*	Self-contained class: KG only	Self-contained class: Single grade other than KG	Self-contained class: More than one grade	Resource or subject matter specialist (Title I, ESL, art, math, gym, etc.)	Self-contained class *(Own classroom)*	Resource teacher *(Pull-out)* *Instruction (e.g., special education, reading) is provided to certain students who are released from their regular classes*	Resource teacher *(Push-in)* *Instruction (e.g., special education, reading) is provided to certain students when they are in their regular classes*	Consulting teacher (serves other teachers rather than students)	If there is team teaching at your school, please identify all teaching team members. Team teaching is a practice in which two or more teachers share responsibility for the same students in a classroom. Please enter the same number in this column for all members of the same team. Use a different number for each different team. *For example, if there were two teaching teams at your school, a '1' should be entered for each member of the first team and a '2' should be entered for each member of the second team.*
				Hrs. #	Hrs. #	Hrs. #	Hrs. #	Hrs. #	Hrs. #	Hrs. #	Hours/week employed		

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Form B, part 1. Secondary (7 - 12) Teachers: Departmentalized

Include all individuals with regular teaching assignments for students in secondary grades (7 - 12) who teach departmentalized (subject area) classes. If a secondary teacher provides instruction in all subjects to the same students, please list this teacher on Form A. (USE TLF definitions). If an individual at your school teaches both departmentalized and non-departmentalized classes, please list the teacher on Form A.

Line #	1. Name	2. Teacher's Race/ ethnicity	3. New	4. Teachers of students with limited English proficiency	5. Title 1	6. Teaching status
		Enter number which corresponds to the teacher's race/ethnicity 1-White (non-Hispanic) 2-Black (non-Hispanic) 3-Hispanic (can be any race) 4-Asian or Pacific Islander 5-American Indican or Alaska Native	*Enter an "N" if the teacher's total years in the teaching profession at all schools and school districts (not just their current school/district) is less than 3 years prior to the start of this school year*	*If teacher is a Bilingual teacher, enter (B);* *if teacher is an ESL or ESOL teacher, enter (E)* **Bilingual** teachers use native language to varying degrees to instruct students with limited English proficiency **English as a Second Language (ESL) and English for Speakers of Other Languages (ESOL)** teachers provide intensive instruction in English to students who have limited English proficiency NOTE: *Do not mark regular foreign language teachers as **B** or **E**.*	*Mark (X) if applicable* If the teacher is a Title 1 (paid in full or part by federal funds under the Elementary and Secondary Education Act) teacher	*Enter the number which corresponds to the teacher's status* 1-Full-time teacher 2-Part-time teacher

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Form B, part 2. Secondary (7 - 12) Teachers: Departmentalized

7. Teaching hours	8. Non-teaching Assignments		9. For each of the areas listed below, please indicate the number of separate classes (or sections) taught per week and the number of students served. Enter the number of separate classes in the left column and the number of students served in the right column. *Two or more classes in the same subject should be counted as separate sections. For example, if the individual is a math teacher with 4 sections of Algebra I (each with 30 students) and one section of calculus (with 20 students), you should enter '5' to the left of the dotted line and '140' to the right of the dotted line.*														10. Team Teaching
			Regular Education												Special Education				
Enter the number of hours per week employed at school as a teacher	Enter the number of hours per week employed at school in other nonteaching role(s). *If none, leave blank*	Other roles: 1-Dept. Head, 2-Program (LEP, Title 1) Coordinator, 3-Admin. (Principal, Asst. Prin., Dean), 4-Counselor, 5-Other (Coaching, advising). *Enter a code for each non-teaching assignment. If none, leave blank*	MATH		SCIENCE (Not lab)		SCIENCE (lab)		ENGLISH		SOCIAL STUDIES		VOCATIONAL ED (Not shop)		VOCATIONAL ED (Shop)		OTHER		Self-contained class *(Special class)*		Resource teacher *(Subject areas designed for special education students.)*		Consulting teacher (serves other teachers rather than students)	Is there is team teaching at your school, please identify all teaching team members. Team teaching is a practice in which two or more teachers share responsibility for the same students in a classroom. Please mark the same number in this column for all members of the same team. Use a different number for each different team. *For example, if there were two teaching teams at your school, a '1' should be entered for each member of the first team and a '2' should be entered for each member of the second team.*
			CLASSES	STUDENTS	CLASSES	STUDENTS	CLASSES	STUDENTS	CLASSES	STUDENTS	CLASSES	STUDENTS	CLASSES	STUDENTS	CLASSES	STUDENTS	CLASSES	STUDENTS	CLASSES	STUDENTS	CLASSES	STUDENTS	Number teachers served	

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Staff Listing Form C - Certificated Non-teaching staff

Include the following staff:

- *All individuals with certificated non-teaching assignments (such as administrators, professional support personnel, and other professional staff).*
- *All individuals who work at your school on either a full-time or a regularly scheduled basis.*
- *District employees or employees of private contractors who work at your school on either a full-time or regularly scheduled basis should also be included.*
- *All individuals who were listed on the Teacher Listing Form and also have other, non-teaching assignments designated below. For individuals who are also on the teacher listing form, please enter the line # in column (A) corresponding to this individual on the Teacher Listing Form.*

Do not include

- *Staff who are stationed in the district office and only visit your school on an "as needed" basis.*

Col.	Description
A.	Line #
B.	Name, initials or ID code.
C.	Bilingual/ESL
D.	Title 1
E.	Full-time or part-time are your school:
F.	Percent of full-time (or number of paid hours per week) at your school associated with each of the assignments listed below:

School level administrator

- Principal or headmaster
- Vice or assistant principal
- Instructional coordinator or supervisor, such as curriculum specialist
- Department Chairperson

Instructional and student support personnel

- Library media specialist/librarian
- School counselors
- Psychologist
- Social worker
- Physical/occupational therapist
- Speech therapist
- Other support staff (DO WE NEED THIS CATEGORY?)

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Form C. Certificated Non-teaching School Personnel

Include all individuals with certificated non-teaching assignments (such as administrators, professional support personnel, and other professional staff). Include all individuals who work at your school on either a full-time or a regularly scheduled basis. District employees and private contractors who work at your school on either a full-time or regularly scheduled basis should also be included. If these individuals also have other school responsibilities and were listed on either Forms A or B, circle the number in the "Line #" column to the left of the person's name. Teacher's aides should be listed on Form D.

Line #	1. Name	2. Employment status	3. For each person, please indicate the number of paid hours per week that are associated with each of the assignments listed below. *If none, leave blank.*										4. For each therapist, please indicate the number of hours they work at your school in a typical week and the number of students that they serve (i.e., their caseload)			
			School Level Administrative				School Level Support		Health and Related Services (excluding therapists)				Speech/Language Therapist		Other Therapist	
	Last name, first name	*Enter the number which corresponds to the person's status* 1-Full-time employee 2-Part-time employee	Principal, headmaster	Asst. or vice principal, deputy headmaster	Dean	Other	Guidance counselor	Librarian/ media specialist	School Nurse	Psychologist	Social Worker	Other	Number of hours per week	Caseload	Number of hours per week	Caseload

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Staff Listing Form D - Aides or paraprofessional

Include

- *All individuals employed as Teacher's Aides, Library/media center aides, and health aides, on either a full-time or a regularly scheduled basis at your school.*

Do not include

- *Aides who work only with prekindergarten students or aides who are volunteers.*
- *Aides who are stationed in the district office and only visit your school on an "as needed" basis.*

Col.	Description
A.	Line #
B.	Name, initials or ID code.
C.	Bilingual/ESL
D.	Title 1
E.	Full-time or part-time are your school:
F.	Number of paid hours per week at your school associated with each of the assignments listed below:

Aides and paraprofessional staff

- Special education -
  - in a special day class
  - in a resource room
  - in a regular classroom
  - personal aide
- Regular education
  - general elementary classroom
  - departmentalized classroom
- Bilingual aide
- Library or media center aide
- Health aide
- Extended day or before-school or after school day care program
- Other aide, such as yard duty, administrative, or office

Form D. Aides

List all individuals employed as Teacher's Aides, Library/media center aides, and health aides, on either a full-time or a regularly scheduled basis at your school. Do not include aides who work only with prekindergarten students or aides who are volunteers.

Line #	1 Name	2 Involvement with Bilingual or ESL programs	3 Title 1	4 Please indicate the number of paid hours per week that are associated with each of the assignments listed below *If none, leave blank*																	
				Elementary (non-departmentalized)				Secondary (departmentalized)							Special Education			Other Programs		
	Last name, first name	*If aide works with Bilingual program, enter (B), if aide works with ESL or ESOL program, enter (E)* **Bilingual** aides use native language to varying degrees to instruct students with limited English proficiency. **English as a Second Language (ESL)** and **English for Speakers of Other Languages (ESOL)** aides provide intensive instruction in English to students who have limited English proficiency.	*Mark (X) if applicable* If the aide is a Title 1 (paid in full or part by federal funds under the Elementary and Secondary Education Act) aide	Self-contained class KG only	Self-contained class Single grade other than KG	Self-contained class More than one grade	Resource or subject matter teacher (Title I, ESL, art, math, gym, etc.)	MATH	SCIENCE	ENGLISH	SOCIAL STUDIES	VOCATIONAL ED	OTHER	Self-contained class teacher aide *(Own classroom)*	Resource teacher aide *(Pull-out)* *Instruction (e.g., special education, reading) is provided to certain students who are released from their regular classes*	Resource teacher aide *(Push-in)*	Health	Library/ media center	Other

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Staff Listing Form E - Other (non-certificated) Support Personnel

If these individuals have other school responsibilities and were listed on Forms A, B, C, or D, circle the number in the "Line #" column to the left of the person's name.

Include the following:

- *All individuals with other non-teaching assignments (such as custodial staff, and office personnel).*
- *Only individuals who work at your school on either a full-time or a regularly scheduled basis, and who are paid for their work.*

Do not include the following:

- *Individuals who work only with prekindergarten students or aides who are volunteers.*
- *Individuals who are stationed in the district office and only visit your school on an "as needed" basis.*

Col.	Description
A.	Line #
B.	Name, initials or ID code.
C.	Bilingual/ESL
D.	Title 1
E.	Full-time or part-time are your school:
F.	Number of paid hours per week at your school associated with each of the assignments listed below:

Other (non-certified) support personnel

- Secretaries and other clerical support staff
- Other employees:
  - Administrative, business, & technical personnel
  - Computer & data processing personnel
- Maintenance/Custodial staff
  - Custodian, gardener, & general maintenance
  - Skill maintenance or trades, such as plumber, electrician
- Cafeteria workers, such as head cook, cook, cashier, delivery personnel

Form E. Other (Noncertificated) Support Personnel

Include all individuals with other non-teaching assignments (such as custodial staff, and office personnel). Include only individuals who work at your school on either a full-time or a regularly scheduled basis, and who are paid for their work. DO NOT INCLUDE VOLUNTEERS. If these individuals have other school responsibilities and were listed on Forms A, B, C, or D, circle the number in the "Line #" column to the left of the person's name.

Line #	1. Name	2. For each person, please indicate the number of paid hours per week that are associated with each of their assignments AT YOUR SCHOOL, as listed below. *If none, leave blank*									
		Office personnel				Administrative and Technical			Maintenance/Custodial		
	Last name, first name	Secretary	Bookkeeper	Clerical	Other	Administrative Assistant	Business personnel or accountant	Computer specialist or programmer	Custodial	Gardener	Skilled trades (plumber, electrician)

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(2) Form to collect salary information from districts: 18 February 97 draft

Job Categories	1. In your district, what are the **lowest** and **highest annual full-time salaries** paid to people in the listed job categories? *If there is only one employee in a category, enter his or her annualized salary in the "Highest full-time salary" column. Salaries should be annualized, full-time salaries. If an employee is only half-time, enter what his salary would be if he or she were employed full-time.*		2. How many **hours per week** does a full-time employee in this job title category work?	3. How many **days per year** does a full-time employee in this job title work?
	Lowest full-time salary	Highest full-time salary		
CERTIFICATED PERSONNEL Teaching & related service personnel: Teachers				
Speech or language therapist				
Instructional support personnel: Guidance counselors				
Library or media specialists				
Therapists (other than speech/language)				
School Nurse				
Social Workers				
Psychologists				
School administrators: School Principals/headmasters				
Other school administrators				
NON-CERTIFICATED PERSONNEL Accounting or business staff				
Technical staff				
Secretarial/clerical/office staff				
Custodial/non-skilled maintenance				
Skilled maintenance personnel				
Paraprofessionals/instructional aides				

(3) Additional items for the SASS School Survey

1. Does your school provide departmentalized instruction (that is, do some teachers only teach certain subjects)?

Yes □ ---> GO TO A
No □ ---> SKIP TO QUESTION 2

A. How many separate classes (or sections) per week comprise the work load for the typical FULL-TIME departmentalized (subject matter) teacher at your school? *Two or more classes in the same subject should be counted as separate sections. For example, a math teacher with 4 sections of Algebra I and one section of calculus teaches 5 separate sections.*

_____ sections per week

2. Does your school provide non-departmentalized instruction (that is, do some teachers provide instruction in all subject areas to students at your school)?

Yes □ ---> GO TO A
No □ ---> SKIP TO QUESTION 3

A. For how many hours of work per week is the typical FULL-TIME non-departmentalized teacher at your school paid?

_____ hours per week

3. Are teachers at your school compensated for participation in extracurricular activities (such as coaching, student activity sponsorship), counseling, serving as a Department Chair/Head, or serving as a program coordinator **through a reduction in caseload or the number of sections assigned**?

Yes □ ---> GO TO QUESTION 3A
No □ ---> SKIP TO QUESTION 4

3A. For which of the following activities are teachers compensated through a reduction in caseload?

	Yes	No
1. Coaching	□	□
2. Student activity sponsorship	□	□
3. Serving as Dept. Chair/Head	□	□
4. Serving as guidance counselor	□	□
5. Serving as a program coordinator	□	□

4. Are teachers at your school compensated for participation in extracurricular activities (such as coaching, student activity sponsorship), counseling, serving as a Department Chair/Head, or serving as a program coordinator **through additional stipends**?

Yes ☐ ---> GO TO QUESTION 4A
No ☐ ---> SKIP TO END

4A. For which of the following activities are teachers compensated through special stipends?

	Yes	No
1. Coaching	☐	☐
2. Student activity sponsorship	☐	☐
3. Serving as Dept. Chair/Head	☐	☐
4. Serving as guidance counselor	☐	☐
5. Serving as a program coordinator	☐	☐

4B. About how much is the typical stipend for these activities?

$ _____ per year

(4A) Benefit item questions -- 18 February 1997 draft

Retirement plans

1. Does your district provide retirement benefits for any of its employees? Do not include benefits provided by the state. If both the state and the district provide retirement benefits, please answer the following items only about benefits paid for by the district.

Yes ☐---> GO TO QUESTION 2
No ☐---> SKIP TO END

2. Do employees have to work a certain number of hours per week in order to receive retirement benefits?

Yes ☐---> 2A. How many hours per week? _____ hours per week
No ☐---> GO TO QUESTION 3

3. Are employees eligible to receive benefits as soon as they are hired or do they have to be employed for a specified time interval before they are eligible?

Eligible as soon as hired ☐---> GO TO QUESTION 4
Have to be employed for a specified amount of time ☐---> 3A. How long must they be employed?
_____

4. Are retirement benefits provided for all types of employees or only for certain types of employees (such as teachers and professional staff)?

All types of employees ☐--->GO TO QUESTION 5
Only certain types of employees ☐--->4A. Which types?_____

_____

5. How is the amount contributed for eligible employees determined? Is it a simple percentage of salary, a simple amount per employee, or an amount determined by several different factors (such as type of position, tenure in the system, age, and/or salary)? PLEASE CHECK ONE AND ANSWER THE QUESTION(S) FOLLOWING THE CHECK BOX.

simple percentage □---> 5A. What is this percentage? _____ %

simple amount □---> 5B. What is this amount? $_____

amount determined by different factors □---> 5C(1). What factors are considered?

_____

5C(2). What are the minimum and maximum contributions for certificated (professional) staff?

Minimum: _____ % or $ _____
Maximum: _____ % or $ _____

5C(3). What are the minimum and maximum contributions for non-certificated staff?

Minimum: _____ % or $ _____
Maximum: _____ % or $ _____

"CAFETERIA" PLANS

1. Some school districts allow eligible employees to choose the benefits they want from a list of benefits. Eligible employees are provided a specific amount (either a specified amount per employee or a percentage of the employee's salary) and can pick their benefits from a list, as long as the "cost" of the benefits does not exceed their benefits allotment. This type of plan is called a "cafeteria" plan. Does your district offer a cafeteria benefits plan for its employees?

Yes □---> GO TO QUESTION 2
No □---> SKIP TO END OF SECTION

2. Do employees have to work a certain number of hours per week in order to receive these benefits?

Yes □---> 2A. How many hours per week? _____ hours per week
No □---> GO TO QUESTION 3

3. Are employees eligible to participate in this plan as soon as they are hired or do they have to be employed for a specified amount of time before they are eligible?

Eligible as soon as hired □---> GO TO QUESTION 4
Have to be employed for a specified amount of time □---> 3A. How long must they be employed?

_____

4. Are cafeteria benefit plans provided for all types of employees or only for certain types of employees (such as teachers and professional staff)?

All types of employees □---> GO TO QUESTION 5

Only certain types of employees □---> 4A. Which types? _____

_____

5. How is the amount contributed for eligible employees determined? Is it a simple percentage of salary, a simple amount per employee, or an amount determined by several different factors (such as type of position, family size, tenure in the system, age, and/or salary)? PLEASE CHECK ONE AND ANSWER THE QUESTION(S) FOLLOWING THE CHECK BOX.

simple percentage □---> 5A. What is this percentage? _____ %

simple amount □---> 5B. What is this amount? $_____

amount determined by different factors □---> 5C(1). What factors are considered?

_____

5C(2). What are the minimum and maximum contributions for certificated (professional) staff?

Minimum: _____ % or $ _____
Maximum: _____ % or $ _____

5C(3). What are the minimum and maximum contributions for non-certificated staff?

Minimum: _____ % or $ _____
Maximum: _____ % or $ _____

SKIP TO END

HEALTH INSURANCE BENEFITS

1. Does your district provide health insurance coverage for any of its employees? Do not include special vision insurance or dental insurance programs.

Yes □---> GO TO QUESTION 2
No □---> SKIP TO END OF SECTION

2. Do employees have to work a certain number of hours per week in order to receive these benefits?

Yes □---> 2A. How many hours per week? _____ hours per week
No □---> GO TO QUESTION 3

3. Are employees eligible to receive health insurance benefits as soon as they are hired or do they have to be employed for a specified time interval before they are eligible?

Eligible as soon as hired □---> GO TO QUESTION 4

Have to be employed for a specified amount of time □---> 3A. How long must they be employed?
_____

4. Are health insurance benefits provided for all types of employees or only for certain types of employees (such as teachers and professional staff)?

All types of employees □---> GO TO QUESTION 5

Only certain types of employees □---> 4A. Which types? _____
_____

5. How is the amount contributed for eligible employees determined? Is it a simple percentage of salary, a simple amount per employee, or an amount determined by several different factors (such as type of position, type of health insurance, family size, tenure in the system, age, and/or salary)? PLEASE CHECK ONE AND ANSWER THE QUESTION(S) FOLLOWING THE CHECK BOX.

simple percentage □---> 5A. What is this percentage? _____ %

simple amount □---> 5B. What is this amount? $_____

amount determined by different factors □---> 5C(1). What factors are considered?

_____

5C(2). What are the minimum and maximum contributions for certificated (professional) staff?

Minimum: _____ % or $ _____
Maximum: _____ % or $ _____

5C(3). What are the minimum and maximum contributions for non-certificated staff?

Minimum: _____ % or $ _____
Maximum: _____ % or $ _____

OTHER BENEFITS

1. Does your district provide other health insurance or insurance benefits (such as dental insurance, vision insurance, or life insurance) to eligible employees?

Yes □---> GO TO QUESTION 2
No □---> SKIP TO END

2. Do employees have to work a certain number of hours per week in order to receive these benefits?

Yes □---> 2A. How many hours per week? _____ hours per week
No □---> GO TO QUESTION 3

3. Are employees eligible to receive these other insurance benefits as soon as they are hired or do they have to be employed for a specified time interval before they are eligible?

Eligible as soon as hired □---> GO TO QUESTION 4

Have to be employed for a specified amount of time □---> 3A. How long must they be employed?

_____

4. Are these other insurance benefits provided for all types of employees or only for certain types of employees (such as teachers and professional staff)?

All types of employees □---> GO TO QUESTION 5

Only certain types of employees □---> 4A. Which types? _____

_____

5. How is the amount contributed for these other insurance benefits for eligible employees determined? Is it a simple percentage of salary, a simple amount per employee, or an amount determined by several different factors (such as type of position, type of health insurance, family size, tenure in the system, age, and/or salary)? PLEASE CHECK ONE AND ANSWER THE QUESTION(S) FOLLOWING THE CHECK BOX.

simple percentage □---> 5A. What is this percentage? _____ %

simple amount □---> 5B. What is this amount? $_____

amount determined by different factors □---> 5C(1). What factors are considered?

_____

5C(2). What are the minimum and maximum contributions for certificated (professional) staff?

Minimum: _____ % or $ _____
Maximum: _____ % or $ _____

5C(3). What are the minimum and maximum contributions for non-certificated staff?

Minimum: _____ % or $ _____
Maximum: _____ % or $ _____

SOCIAL SECURITY, WORKERS COMPENSATION, UNEMPLOYMENT COMPENSATION, AND DISABILITY INSURANCE

1. Does your district make contributions to the Social Security System for eligible employees? Do not include any contributions paid for by the state.

Yes ☐---> GO TO QUESTION 2
No ☐---> SKIP TO END OF SECTION

2. Are these Social Security benefits provided for all types of employees or only for certain types of employees (such as teachers and professional staff)?

All types of employees ☐---> GO TO QUESTION 3

Only certain types of employees ☐---> 2A. Which types? _____

_____

3. Does your district pay for workers' compensation insurance for eligible employees?

Yes ☐---> GO TO QUESTION 4
No ☐---> SKIP TO QUESTION 6

4. Are these other insurance benefits provided for all types of employees or only for certain types of employees (such as teachers and professional staff)?

All types of employees ☐---> GO TO QUESTION 5

Only certain types of employees ☐---> 4A. Which types? _____

_____

5. How is the amount contributed for Workers' Compensation insurance for eligible employees determined? Is it a simple percentage of salary, a simple amount per employee, or a percentage determined by several different factors (such as type of position, tenure in the system, age, and/or salary)? PLEASE CHECK ONE AND ANSWER THE QUESTION(S) FOLLOWING THE CHECK BOX.

simple percentage □---> 5A. What is this percentage? _____ %

simple amount □---> 5B. What is this amount? $_____

amount determined by different factors □---> 5C(1). What factors are considered?

_____

5C(2). What are the minimum and maximum contributions for certificated (professional) staff?

Minimum: _____ % or $ _____
Maximum: _____ % or $ _____

5C(3). What are the minimum and maximum contributions for non-certificated staff?

Minimum: _____ % or $ _____
Maximum: _____ % or $ _____

6. Does your district pay for Unemployment compensation insurance for eligible employees?

Yes □---> GO TO QUESTION 7
No □---> SKIP TO QUESTION 9

7. Are these other insurance benefits provided for all types of employees or only for certain types of employees (such as teachers and professional staff)?

All types of employees □---> GO TO QUESTION 8

Only certain types of employees □---> 7A. Which types? _____

_____

8. How is the amount contributed for Unemployment Compensation insurance for eligible employees determined? Is it a simple percentage of salary, a simple amount per employee, or a percentage determined by several different factors (such as type of position, tenure in the system, age, and/or salary)? PLEASE CHECK ONE AND ANSWER THE QUESTION(S) FOLLOWING THE CHECK BOX.

simple percentage ☐---> 8A. What is this percentage? _____ %

simple amount ☐---> 8B. What is this amount? $_____

amount determined by different factors ☐---> 8C(1). What factors are considered?

_____

8C(2). What are the minimum and maximum contributions for certificated (professional) staff?

Minimum: _____ % or $ _____
Maximum: _____ % or $ _____

8C(3). What are the minimum and maximum contributions for non-certificated staff?

Minimum: _____ % or $ _____
Maximum: _____ % or $ _____

9. Does your district pay for workers' compensation insurance for eligible employees?

Yes ☐---> GO TO QUESTION 10
No ☐---> SKIP TO END

10. Are these other insurance benefits provided for all types of employees or only for certain types of employees (such as teachers and professional staff)?

All types of employees ☐---> GO TO QUESTION 11

Only certain types of employees ☐---> 10A. Which types? _____

_____

11. How is the amount contributed for Workers' Compensation insurance for eligible employees determined? Is it a simple percentage of salary, a simple amount per employee, or a percentage determined by several different factors (such as type of position, tenure in the system, age, and/or salary)? PLEASE CHECK ONE AND ANSWER THE QUESTION(S) FOLLOWING THE CHECK BOX.

simple percentage ☐---> 11A. What is this percentage? _____ %

simple amount ☐---> 11B. What is this amount? $_____

amount determined by different factors ☐---> 11C(1). What factors are considered?

_____

11C(2). What are the minimum and maximum contributions for certificated (professional) staff?

Minimum: _____ % or $ _____
Maximum: _____ % or $ _____

11C(3). What are the minimum and maximum contributions for non-certificated staff?

Minimum: _____ % or $ _____
Maximum: _____ % or $ _____

PAID VACATIONS AND HOLIDAYS: TEACHERS AND SCHOOL SITE STAFF

1. Does your district provide paid vacation time for any of its employees?

Yes ☐---> GO TO QUESTION 2
No ☐---> SKIP TO END

2. Do employees have to work a certain number of hours per week in order to receive these benefits?

Yes ☐---> 2A. How many hours per week? _____ hours per week
No ☐---> GO TO QUESTION 3

3. Are employees eligible to receive vacation benefits as soon as they are hired or do they have to be employed for a specified time interval before they are eligible?

Eligible as soon as hired ☐---> GO TO QUESTION 4

Have to be employed for a specified amount of time ☐---> 3A. How long must they be employed?

_____

4. Are vacation benefits provided for all types of employees or only for certain types of employees (such as district office staff)?

All types of employees ☐---> GO TO QUESTION 5

Only certain types of employees ☐---> 4A. Which types? _____

_____

5. How is the amount of paid vacation for eligible employees determined? Is it a simple number of days per year or an amount determined by several different factors (such as type of position or tenure in the system)? PLEASE CHECK ONE AND ANSWER THE QUESTION(S) FOLLOWING THE CHECK BOX.

simple number of days ☐---> 5A. How many days per year? _____

amount determined by different factors ☐---> 5B(1). What factors are considered?

_____

5C(1). What are the minimum and maximum contributions for certificated (professional) staff?

Minimum: _____ % or $ _____
Maximum: _____ % or $ _____

5C(2). What are the minimum and maximum contributions for non-certificated staff?

Minimum: _____ % or $ _____
Maximum: _____ % or $ _____

6. How many days of paid holidays, if any, do district staff receive each year?

_____ days per year

(4B) Information on employee benefit programs and costs

The tables in this section of the questionnaire are designed to gather information on the costs of employee benefit plans and programs. Information is being gathered on two types of benefits: those like health insurance which are contributed in a lump-sum on behalf of employees and those like contributions to the retirement system which are often contributed as a percentage of salary.

Instructions for Table 1 -- Health and Welfare Benefits Per Employee Contributed by Your District or the State in which Your District is Located.

Part 1. District Contributions. In Part 1 of table 1, please enter the amount of money contributed by your district on behalf of the *typical* certificated and non-certificated employee for each of the categories of health and welfare benefits included in the table. These items are generally contributed in the form of a lump-sum amount per employee (e.g., $4,000 for medical insurance premiums). We recognize that this amount may be different for each employee depending upon the numbers of dependents, the plan selected, and other selected dimensions of available plans.

- *If your district offers employees a choice of plans, please record the information below for the plan most widely selected by your employees.*
- *If your district offers employees a fixed amount of money to be distributed according to the employees wishes among alternative benefit plans or programs, please record in Part 1, row E of table 1.*
- *If your state department of education or another state agency contributes money on behalf of your district employees for benefits earned by their employment in your district, please read the instructions for, and complete, Part 2 of table 1.*

Part 2. State Contributions. In Part 2 of table 1, please enter the amount of money contributed by your state department of education or any other state agency on behalf of the *typical* certificated and non-certificated employee in your district for each of the categories of health and welfare benefits included in the table. Entries in these cells should be expressed as a lump-sum amount per employee (e.g., $4,000 for medical insurance premiums) as in Part 1. We recognize that this amount may be different for each employee depending upon the numbers of dependents, the plan selected, and other selected dimensions of available plans.

- *If the state offers employees a choice of plans, please record the information below for the plan most widely selected by your employees.*
- *If the state offers employees a fixed amount of money to be distributed according to the employees wishes among alternative benefit plans or programs, please record in Part 2, row E of table 1.*

Eligibility for benefits:

Are all of your employees eligible for full benefit contributions? ☐ Yes ☐ No

What percentage of full-time do your certificated employees have to work to be eligible for full-benefits?

_____ percent of full-time

How many hours per week do your non-certificated employees have to work to be eligible for full-benefits?

_____ percent of full-time

Table 1 -- Health and Welfare Benefits Per Employee Contributed by Your District or the State in which Your District is Located.

Category of Health and Welfare Benefits	Contribution for health and welfare benefit items per employee per year for:					
	Certificated employees: *[This category includes teachers, instructional support personnel, and school or district administrators.*			**Non-certificated employees:** *[This category includes instructional aides, secretaries & clerical staff, custodial & maintenance staff, technical and business personnel, food service, and transportation personnel.]*		
	Employee Only	***Employee & spouse only***	***Empoyee & all dependents***	***Employee Only***	***Employee & spouse only***	***Empoyee & all dependents***
Part 1. District Contribution: the portion contributed by your district toward health and welfare benefits per employee						
A. Medical Insurance						
B. Dental Insurance						
C. Vision Insurance						
D. Life Insurance						
E. Fixed amount allocated based on employee choice						
F. Other benefits (Specify _____)						
Part 2. State Contribution: the portion contributed by the state toward health and welfare benefits per employee						
A. Medical Insurance						
B. Dental Insurance						
C. Vision Insurance						
D. Life Insurance						
E. Fixed amount allocated based on employee choice						
F. Other benefits (Specify _____)						

Table 2. Other District Contributions to Certificated Employee Benefits. What are the *typical* percentages of salary contributed by the district on behalf of certificated employees for retirement, unemployment compensation, workers compensation, disability insurance, and other related benefits?

Other benefit items contributed based on a percentage of salary.	**Percentage of salary contributed on behalf of :**	
	Certificated employees:	**Non-certificated employees:**
Part 1. District Contribution: the portion contributed by your district toward other benefits as a percent of salary:		
Retirement system		
Unemployment compensation		
Workers compensation		
Disability		
Other: specify _____		
Part 2. State Contribution: the portion contributed by your district toward other benefits as a percent of salary:		
Retirement system		
Unemployment compensation		
Workers compensation		
Disability		
Other: specify _____		

Does your district or state make contributions to the Social Security System on behalf of your certificated or non-certificated employees?

A. Certificated employees: ☐ Yes ☐ No

B. Non-certificated employees: ☐ Yes ☐ No

(5) Request for district level personnel data file

General information

Background. The National Center for Education Statistics (NCES) is interested in obtaining detailed information on how public school districts are organized and staffed. To do this, we are requesting information on all individuals employed by your district to perform centralized administrative and support functions.

Confidentiality. While we are requesting information for individuals employed or contracted by your school district, their identities will never be made available or identified to the public. First, no names of individuals are being requested. Identification codes or initials are requested only to facilitate the resolution of data cleaning problems.

Burden. Requesting computerized lists is intended to reduce the burden of this request. If your district does not maintain computerized files in a form that facilitates this type of programming request, you may complete the enclosed data collection form.

Programming instructions.

The data we are requesting consists of 41 characters per individual. A diskette sufficient to hold all of this information is enclosed.

Who should be included on the list of district level staff. Please include all individuals who are either employed or contracted by your district to provide any of the functions or services listed below:

- **Executive administration, policy and coordination**
- **General administrative services**
- **Maintenance and operations**
- **Pupil personnel services**
- **Auxiliary services**
- **Instructional support services**
- **Program and instructional administration**

Detailed examples of the types of positions associated with these functions and services are included as the Job Codes List (attached).

- **Do NOT include** any individual who is *directly assigned* to a school or whose job consists entirely of providing services to schools on a regular basis. *For example, an itinerant speech therapist whose*

responsibilities consist entirely of making regularly weekly or monthly visits to schools to provide services to a specific roster of teachers and children should be excluded.

- **Please include** any individual on this list who either:

  (a) serves a central administrative or support function, or
  (b) is assigned specifically to one of the centralized district sites, or
  (c) only provides services to schools on an *"as needed"* basis.

If someone provides services to a school on a regular basis part of the time AND either

- fills a central administrative or support function role or
- provides services to schools on an *"as needed"* basis,

they should be listed. In addition, data should be provided to indicate the estimated proportion of their work-time associated with their regularly scheduled school services. *For example, a psychologist who visits some schools on a regular basis to provide services to specific children and visits the same or other schools on an "as needed" basis should be included. The proportion of the psychologist's time associated with the provision of regularly scheduled services at the school site should be indicated in the appropriate data field.*

Description and format of data items. The table below describes the specific information we are requesting on each individual.

Name of item	Description	Code list	Length of field	Format
1. ID CODE	You may use the *First-middle-last initial* or *individual identification code*. This information will only be used for follow up and clarification of assignment information.		10	
2. GENDER	Enter a code for the gender of the individual: M (or 1) = male F (or 2) = female		1	
3. RACE/ETHNICITY	Enter a code for the race/ethnicity of the individual: 1=White; 2=Black (Non-Hispanic); 3=Hispanic (can be any race); 4=Asian or Pacific Islander; 5=American Indian or Alaska native.		1	
4. CONTRACTOR	We expect that most of the individuals on this list will be district employees. However, if your district uses contractors on a regular basis to perform functions which are commonly provided by district employees in other districts, please include these individuals in the computer file. Enter a code for whether this individual is an employee or a contractor: E (or 1) = district employee C (or 2) = contracted service provider		1	
5. JOB CODE	Enter a code from the **Job Codes List** provided with these instructions for the job title which most closely reflects the duties of this individual in your district.		3	
6. FUNCTION CODE	Enter a code from the **Functional Areas of Responsibilities Codes List** provided with these instructions for the function which most closely reflects the duties of this individual in your district.		3	
7. % TIME PROVIDING REGULARLY SCHEDULED SERVICES AT SCHOOL SITE	Enter the percent of this individual's job associated with the provision of regularly scheduled services at the school site. *For individuals who only perform centralized district functions and services, enter 0.0.*		4	
8. % FULL-TIME	Enter the percent of full-time employment for this individual in your district. Full-time=100.0 and half-time=50.0. Enter data to the nearest tenth of a percent. *For example, 25.4.*		4	
9. SALARY PER PAY PERIOD	Please record the total (gross) salary paid to this person each pay period (i.e., their pay check before any deductions).		8	
10. NUMBER OF PAY PERIODS PER YEAR	Record the number of pay periods for this individual each year. This number, multiplied by column 9, equals the individual's estimated gross annual salary.		6	

On the following page is a form that you may prefer to complete, in lieu of providing the requested data file. Please use the above descriptions to complete this form.

DISTRICT EMPLOYEE DATA FORM

1. ID Code	2. Gender	3. Race-ethnicity	4. Contractor	5. Job Code	6. Function Code	7. Percent time providing regularly scheduled services at school site	8. Percent of full-time in the district	9. Gross earnings per pay period	10. Number of pay periods per year

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JOB CODES : 18 February 97 draft

To be used with the: **Request for district level personnel data**

CERTIFICATED JOB TITLES

GENERAL ADMINISTRATIVE
1001 = Superintendent

1002 = Deputy, associate Superintendent
1003 = Assistant Superintendent
1004 = Executive Director

1005 = Director

1006 = Analyst
1007 = Administrator/supervisor
1008 = Coordinator
1009 = Program Manager
1010 = Program Assistant

1099 = Other Administrator

CONSULTANTS, SPECIALISTS, RELATED SERVICES
1101 = Audiologist
1102 = Curriculum Consultant/specialist
1103 = Other Consultant
1104 = Labor Relations Specialist
1105 = District Librarian

1106 = Nurse
1107 = Physical/occupational Therapist
1108 = Psychologist
1109 = Social Worker
1110 = Vocational Counselor

1111 = Head Counselor

TEACHERS (excluding teachers assigned to specific schools)
1201 = General education teacher
1202 = Special education teacher
1203 = Subject matter specialist

NON-CERTIFICATED/CLASSIFIED JOB TITLES

ADMINISTRATORS
2001 = Executive Director
2002 = Director
2003 = General Manager
2004 = Manager
2005 = Officer

2006 = Supervisor
2007 = Administrative Assistant

PROFESSIONAL/BUSINESS STAFF
2101 = Comptroller
2102 = Certified Public Accountant
2103 = Analyst
2104 = Management Support Analyst
2105 = Systems Analyst/researcher

2111 = Lawyer
2112 = Legal Paraprofessional
2121 = Engineer/architect
2122 = Draftsman

2131 = Accountant
2132 = Accounting Assistant
2133 = Business Supervisor
2141 = Payroll Specialist
2142 = Personal Specialist

2151 = Labor Relations Specialist

OFFICE & SECRETARIAL
2201 = Administrative Assistant
2202 = Executive Secretary
2203 = Secretary
2204 = Office Support/clerk
2205 = Office Assistant

2206 = Mail Clerk
2207 = Receptionist/switchboard operator

MAINTENANCE/OPERATIONS/BUILDINGS/ GROUNDS
2301 = Building & Grounds keeper
2302 = Building Laborer
2303 = Warehouse Worker
2304 = Gardener

2305 = Landscaper
2306 = Custodian Engineer
2307 = Assistant Custodian
2309 = Other Maintenance/operations/buildings/grounds

Noncertificated/classified job titles cont.

COMPUTERS
2401 = Computer Operator
2402 = Data Entry Coordinator
2403 = Data Entry Operator/specialist
2404 = Lead Data Controller
2405 = Computer Programmer

2499 = Other Computer

SECURITY
2501 = Security Specialist
2502 = Security Officer
2599 = Other Security

SKILLED CRAFTS AND TRADES
2601 = Director of Skilled Workers
2602 = Machine Operator
2603 = Press Operator
2604 = Equipment Operator
2605 = Carpenter

2606 = Plumber
2607 = Painter
2608 = Electrician
2609 = Machinist
2699 = Other Skilled Crafts or Trades

TRANSPORTATION PERSONNEL
2701 = Director/supervisor
2702 = Bus Driver
2703 = Truck Driver
2704 = Bus Mechanic
2705 = Auto Mechanic
2799 = Other Transportation Personnel

FOOD SERVICE - DISTRICT AND SCHOOL
2801 = Nutritionist
2802 = Food Service Assistant
2803 = Cook
2899 = Other

OTHER NONCERTIFICATED PERSONNEL
2999 = Other non-certificated staff

FUNCTIONAL AREAS OF RESPONSIBILITY CODE LIST: 18 Feb 97 draft

To be used with the: **Request for district level personnel data**

Executive administration, policy and coordination:
1001= Board of education
1002= Administrative offices: *superintendent & deputies*
1009= Other executive administration: *state & federal programs, evaluation, r&d, legal services, public relations, legislative liaison*

General administrative services:
2001= Personnel: *recruitment, placement, personnel records, in-service training, health records*
2002= Business and fiscal services: *planning, budgeting, financial accounting, payroll, auditing, insurance, purchasing, property and inventory*
2003= Data processing: *database services, hardware and software maintenance & development*
2009= Other general administrative services

Maintenance and operations:
3001= Maintenance services: *equipment repair, vehicle services*
3002= Operations and building services: *custodial & utility services*
3003= Security services: *central administration*
3004= Internal services: *central administration of warehousing, printing, etc.*
3005= Other maintenance and operations

Pupil personnel services:
3001= Attendance and social work services
4002= Guidance and counseling services: *central administration*
4003= Pupil Health services: *central administration*
4004= Psychological services: *central administration, testing, records, and direct services*
4005= Pupil personnel services: *central administration*
4009= Other pupil personnel services

Auxiliary services:
5001= Transportation services: *central administration and direct services*
5002= Food services: *central administration and direct services*
5003= Community services
5009= Other auxiliary services

Instructional support services:
6001= Curriculum development, in-service training, instructional improvement
6002= Library/media services: *central administration and services for libraries, media centers, computer assisted instruction, etc.*
6009= Other instructional support services

Program and instructional administration:
7001= Regular elementary/secondary
7002= Special education
7003= Vocational education
7004= Bilingual/LEP programs
7005= Compensatory education
7006= Gifted and talented
7007= Adult education
7009= Other special programs

Appendix D

Second Draft of Staff Listing Data Collection Instruments and Pre-pilot Interview Protocol

INSTRUCTIONS - FORM A

❶ Please read the information below, then list and categorize the full-time and part-time teachers at this school in Form A.

A Teacher is a Certificated Individual who teaches at your school on either a full-time or a regularly scheduled basis
Teachers may be:

- District employees
- Private contractors or their employees
- Individuals with other responsibilities, who may also be listed on Forms B, C, or D

❷ **INCLUDE ON FORM A**

Special Education Teachers

- Meaning those who teach special education classes to students with disabilities

General Elementary Teachers

- Teach self-contained classes in grades K-8, i.e., teach the same class of students all or most of the day, unless they teach special education students, in which case see the category above
- Include kindergarten teachers

Math Teachers

Science Teachers

English/Language Arts Teachers

Social Studies Teachers

Vocational/Technical Education Teachers

- Teach typing, business, agriculture, home economics as well as any other vocational or technical classes

Other Subject-Matter Teachers

- Teach art, foreign languages, music, physical education, English as a Second Language, and any other remaining subjects
- Include those who teach gifted and talented or remedial reading classes

Teaching Principals, Teaching Guidance Counselors, Teaching Librarians, Teaching Speech Therapists, Teaching Psychologists, and Teaching School Nurses

- Include any staff members who teach at least one class per week regardless of whether or not it is the same set of students

For example:

- If a librarian teaches a class in math once a week, include her in the "math" category, but if she only teaches groups of students library skills or how to use the library, do NOT include her on the form

Teachers of Ungraded Students

Itinerant, Co-op, Traveling, and Satellite Teachers

- Teach at more than one school

Current Long-Term Substitute Teachers

- Currently filling the role of a regular teacher for 4 or more continuous weeks

❸ OMIT FROM FORM A

Prekindergarten Teachers who teach ONLY prekindergarten students

Adult Education and Postsecondary Teachers

- If they teach ONLY adult education or students beyond grade 12

Short-term Substitute Teachers

- Fill the role of a regular teacher for less than 4 continuous weeks

Student Teachers

Day Care Aides (List on Form C)

Teacher Aides (List on Form C)

Library Teachers who teach only library skills or how to use the library (List on Form B)

Other Staff who do not each any kind of class (List on other forms, as appropriate)

❹ COMPLETING FORM A

Column (a) - Name

- List each teacher ONLY once on this form

Column (b) - Grade Range

- Mark to indicate whether the teacher teaches K-6 grade or 7-12 grade students
  - If a teacher teaches BOTH K-6 and 7-12 students, mark the box for the grade the teacher teaches the MOST
  - If a teacher teaches two or MORE grades EQUALLY, mark both boxes
- If a teacher teaches UNGRADED students, mark the boxes which correspond to the graded equivalent for children of that age

Column (c) - Subject Matter Taught

- Mark the box which corresponds to the subject taught MOST by the teacher
  - If the teacher teaches 2 or more subjects EQUALLY, mark all to the boxes that apply
- Special Education - Special Day Class: a teacher who serves the same group of students with disabilities all or most of the day
- Special Education - Resource Teacher: a teacher who serves small groups of students with disabilities either while in the regular Classroom or through a pull-out program in a separate resource room

Column (d) - Teacher's Race/Ethnicity

- Enter the number from the list on Form A which corresponds to each teacher's race/ethnicity

Column (e) - Teachers of Students with Limited English Proficiency

- Teaches classes designed for students with limited English proficiency, using approaches such as English as a Second language

(ESL), content ESL, bilingual education, or English for Speakers of Other Languages (ESOL)

NOTE: Foreign language teachers should not be marked unless they teach bilingual, ESL, or ESOL classes (as defined above)

Column (f) - 3 Years or Less

- Teacher in his/her 1st, 2nd, or 3rd year of teaching at this or any other school

Column (g) - Teaching Status

- Enter the number from the list to indicate whether the teacher is a full-time or part-time teacher

Include as part-time:

- Itinerant teachers who teach full-time in this or other school districts but part-time in your school
- Teachers who perform other functions in this school in addition to part-time teaching (e.g., a teaching guidance counselor should be counted as a part-time teacher)

Column (h) - Title 1

- Mark the column if the teacher is a Title 1 teacher (paid in full or part by federal funds under the Elementary and Secondary Education Act)

Form A - Teacher Listing Form

Line Number	Teacher's Name *List each teacher only once* (a)	Grade Range *Mark (x) the appropriate box* (b)		Subject Matter Taught *Mark (x) the appropriate box* (c)									Teacher's Race/Ethnicity *Enter number which corresponds to the teacher's race/ ethnicity* 1-White (non-Hispanic) 2-Black (non-Hispanic) 3-Hispanic (can be any race) 4-Asian or Pacific Islander 5-American Indian or Alaska Native (d)	Teachers of Students with Limited English Proficiency *Mark (X) if applicable* Teaches classes designed for students with limited English proficiency, using approaches such as English as a Second Language (ESL), content ESL, bilingual education, or English for Speakers of Other Languages (ESOL) NOTE: Foreign language teachers should not be marked unless they teach bilingual, ESL, or ESOL classes (e)	3 Years or Less *Mark (X) if applicable* Teacher in his/her 1st, 2nd, or 3rd year of teaching at this or any other school (f)	Teaching Status Enter the number from the list to indicate whether the teacher is full-time or part-time teacher 1-Full-time teacher 2-Part-time teacher If "2" enter percent full-time in parenthesis (e.g., 2 (50) = 50% of full-time in your school) (g)	Title 1 *Mark (X) if applicable* If the teacher is a Title 1 teacher (paid in full or part by federal funds under the Elementary and Secondary Education Act) (h)
		K-6	7-12	Special Education - Special Day Class	Special Education - Resource Teacher	General Elementary	Math	Science	English/Language Arts	Social Studies	Vocational/Technical	Other					
PLEASE READ INSTRUCTIONS ON PAGES 1 THROUGH 4 BEFORE CONTINUING																	
1	Last Name First Name																
2	Last Name First Name																
3	Last Name First Name																
4	Last Name First Name																
5	Last Name First Name																
6	Last Name First Name																
7	Last Name First Name																
8	Last Name First Name																
9	Last Name First Name																
10	Last Name First Name																

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FORM B - CERTIFICATED NON-TEACHING SCHOOL PERSONNEL

❶ INCLUDE ON FORM B

All individuals with certificated non-teaching assignments (such as administrators, professional support personnel, and other professional staff) who work at your school on either a full-time or a regularly scheduled basis. This also includes:

- District employees
- Private contractors or their employees
- Individuals listed on Form A (Teacher Listing Form) who have other, certificated non-teaching assignments as indicated below. Please identify these teachers by writing the number of the line on which they are listed on Form A in the first column of this form.

❷ OMIT FROM FORM B

District staff who only visit your school on an as-needed basis.

Line Number from Form A	Name	Employment status Enter the number which corresponds to the person's status 1 -Full-time employee 2 -Part-time employee	*For each person, please indicate the number of hours per week for which he or she is paid for performing the listed assignment(s) at your school. If none, leave blank.*										
			School Level Administrator				Instructional and Student Support Personnel						
			Principal, Headmaster	Vice Principal and Assistant Principal	Instructional Coordinators and Supervisors, such as Curriculum Specialists	Department Chair	Library Media Specialist/ Librarian	School Counselors	Psych-ologist	Social Worker	Physical/ Occup-ational Therapist	Speech therapist	Other (such as Nurses, Audiologist, Nutritionist)
	Last Name First Name												
	Last Name First Name												
	Last Name First Name												
	Last Name First Name												
	Last Name First Name												

FORM C - AIDES

❶ INCLUDE ON FORM C

All individuals employed as Teacher's Aides, Library/Media Center aides, Health Aides, or other kinds of aides who work at your school on either a full-time or a regularly scheduled basis. This also includes:

- District employees
- Private contractors or their employees

❷ OMIT FROM FORM C

- Aides who work only with prekindergarten students.
- Aides who are volunteers
- Aides who work only on an as-needed basis

Name	Title 1 *Mark (X) if applicable* If the Aide is a Title 1 Aide (paid in full or part by federal funds under the Elementary and Secondary Education Act)	Employment Status Enter the number which corresponds to the person's status. 1-Full-time employee 2-Part-time employee	*For each person, please indicate the number of hours per week for which he or she is paid for performing the listed assignment(s) at your school. If none, leave blank.*									
			Special Education			Bilingual Education	Regular Education					
			In Special Day Class	In Resource Room	In Regular Classroom	Bilingual Aide	General Elementary Classroom	Depart-mentalized Classroom	Library or Media Center Aide	Health Aide	Extended Day or Before or After School Day Care Program	Other (such as Yard Duty, Admin. or Office Aide)
Last Name First Name												
Last Name First Name												
Last Name First Name												
Last Name First Name												
Last Name First Name												

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FORM D - OTHER (NONCERTIFICATED) SUPPORT PERSONNEL

❶ INCLUDE ON FORM D

All individuals who work at your school on either a full-time or a regularly scheduled basis, who were not listed on Forms A, B, or C. This includes individuals with non-teaching assignments, such as custodial staff and office staff. This also includes:

- District employees
- Private contractors or their employees

❷ OMIT FROM FORM D

- Volunteers
- Individuals who work only with prekindergarten students
- District staff who only visit your school on an as-needed basis

Name	Employment Status Enter the number which corresponds to the person's status. 1-Full-time employee 2-Part-time employee	*For each person, please indicate the number of hours per week for which he or she is paid for performing the listed assignment(s) at your school. If none, leave blank.*								
		Administrative, Technical, and Business Personnel				Maintenance and Other Staff				
		Secretaries and other Clerical Support Staff	Administrative or Managerial Staff	Business or Accounting Staff, Technical Personnel	Technical or Computer Support Staff	Custodian, Gardener, and General Maintenance	Skilled trades (such as Plumber, Electrician, Mechanic)	Cafeteria Workers and Food Delivery Personnel	Transportation Personnel (such as Bus Drivers)	Other
Last Name First Name										
Last Name First Name										
Last Name First Name										
Last Name First Name										
Last Name First Name										

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Guide for Conducting Telephone Interviews with Schools: 31 March 97 draft

(AFTER APPROPRIATE RESPONDENT HAS BEEN IDENTIFIED):

Pretend that you received these forms in the mail and were going to fill them out. I'd like to find out exactly how you would go about doing this. Let's start with Form A -- the Teacher Listing Form. Look this form over and tell me how you'd go about completing it.

1. Let's look at all the columns. First, there's teacher's name. How would you go about creating a list of all the teachers in the school?

A. Why?

B. How else could you get a list of all of the teachers in the school?

2. Now, let's look at Column B -- Grade range. What do you think this means -- what would you have to do here?

A. What does K dash 6 mean to you?

B. How would you figure this out for each teacher?

C. How else could you figure this out?

3. Column C -- Subject matter taught. What would you have to do here?

A. How would you figure this out for each teacher?

B. How else could you figure this out?

4. Column D -- Race/ethnicity. What would you have to do here?

A. How would you figure this out for each teacher?

B. How else could you figure this out?

5. Column E -- Teachers of Students with Limited English Proficiency. What would you have to do here?

A. How would you figure this out for each teacher?

B. Any other ways or places where this information might be kept?

6. Column F -- Three years or less. What would you have to do here?

A. How would you figure this out for each teacher?

B. How else could you figure this out?

7. Column G -- Teaching status. What would you have to do here?

A. How would you figure this out for each teacher?

B. In what other records might this information be kept?

8 Column H -- Title 1. What would you have to do here?

A. How would you figure this out for each teacher?

B. How else could this be done?

One of the best ways we've discovered to identify problems with our forms is to have people actually complete these forms. Rather than do this for all of the teachers in your school, I'd like you to think of a teacher and then provide all of the requested information for this teacher. And a few other teachers. Let's start with a teacher. What is his or her name? Now, could you also list all of the teachers in the two classrooms right next to his or her classroom.

9. Would you read the instructions before filling out the listing form or would you refer to them as needed?

Read all instructions first □ --> ASK RESPONDENT TO READ INSTRUCTIONS. NOTE ANY QUESTIONS OR COMMENTS.

Refer to instructions as needed □ --> A. Why?

10. If you were trying to list all of the teachers in your school, how could you be certain you included all of them on the list?

A. Are there any kinds of teachers who wouldn't be counted this way? Why?

B. Would anyone be counted this way who you feel really isn't a teacher? Why?

11. How would you complete column B for these teachers? Please tell me what you're thinking -- that is, how you know what grades they teach.

12. How about column C? Once again, it would really help if you tell me what's going on in your mind as you classify these teachers.

A. (IF NO SPECIAL EDUCATION TEACHERS): Could you also try this for a special education teacher? Let's add a special ed teacher to the list. What grade level does (s)he teach? How did you decide this?

B. How would you complete column C for (her/him)?

1. How do you normally refer to "Special Day Class Teachers"?

2. How about "Resource Teachers"?

3. Are there any special education teachers who work at the school only part-time? (IF YES): Would you have listed them in Column A? Why?

13. How would you complete column D?

A. How certain are you of the accuracy of this information? Why?

14. How about column E?

A. (IF NO LEP TEACHERS): Are there any teachers of limited English proficiency students at your school?

B. Does a teacher need formal training in teaching limited English proficient students to be counted in this column, or is fluency in the student's native language sufficient?

Needs formal training □ Fluency in student's native language sufficient □

15. Column F? Could you tell me how you figured this out for each of these teachers?

A. For teachers who are new to your school -- how would you decide how much experience they had elsewhere?

i. If you had to answer this for every teacher on the list, would you really do this checking for everyone, or would you just trust your memory?

16. Teaching status Could you tell me how you figured this out for each of these teachers?

A. (IF THERE ARE NO PART-TIMERS LISTED). Think of a less than full time teacher at your school. How would you figure out what percentage of full-time they teach?

i. What numbers would you divide? Why?

17. Title 1? How did you figure this out for each teacher?

A. (IF THERE ARE NO TITLE 1 TEACHERS LISTED). Are there any Title 1 teachers at this school?

Yes □
No □ --> Does your school receive any Title 1 funds?
Yes □ No □

B. What's the difference, if any, between Title 1 support and Head Start support?

Form B Debriefing Form

1. What kinds of people would you list on this form?

2. What kinds of people are you unsure about listing on this form?

3. For the first column -- How would you go about creating a list of all of these people?

A. How else might this be done?

4. Column 3 -- Employment status. What would you have to do here?

A. How would you decide whether a person was full-time or not?

B. In what other records might this information be kept?

5. Column 4 -- Hours per week. What would you have to do to complete these columns?

A. How would you figure how many hours a person worked?

B. Would you count the number of hours they work or the number of hours for which a person is paid? Why?

C. In what other records might this information be kept?

6. If you were to list out all certificated non-teaching personnel at your school, how could you be certain you included all of them on this list?

A. Are there any who wouldn't be counted this way? Why?

B. Would anyone be counted this way who you feel really shouldn't be included? Why?

Let's try to complete this form for some people at your school. Pick two people from the "School Level Administrator" columns (other than yourself) and two from the "Instructional and student support personnel" columns.. For the first columns, what are their names?

7. How would you complete column 3 for these people? Please tell me what you're thinking when you're answering for these people. I want to know why you're making the decisions that you're making.

8. Now, for (FIRST PERSON). How would you complete item 4 for this person? How did you figure this out? It really helps if you tell me exactly what you're thinking as you answer these items.

A. How about (SECOND PERSON)?

B. And (THIRD PERSON)?

C. And (FOURTH PERSON)?

9. What would you do if a person's job belonged in more than one category. For example, what if someone were an assistant principal and a guidance counselor. How would you complete these items for him or her?

Form C Debriefing Form

1. What kinds of people are you unsure about listing on this form?

2. For the first column -- How would you go about creating a list of all of these people?

A. How else could someone do this?

3. The Title 1 column. How would you decide whether or not a person was a Title 1 aide?

4. Column 4 -- Employment status. What would you have to do here?

A. How would you decide whether someone was full-time or not?

B. In what other records might this information be kept?

5. Column 5 -- Hours per week. What would you have to do to complete these columns?

A. How would you figure how many hours a person worked?

B. Would you count the number of hours they work or the number of hours for which aides are paid? Why?

C. Where else might this information be kept?

6. If you were to list out all the aides at your school, how could you be certain everyone was included?

A. Are there any who wouldn't be counted this way? Why?

B. Would anyone be counted this way who you feel really shouldn't be included? Why?

Let's try to complete this form for some people at your school. Pick a special education aide, a bilingual education aide, and a regular education aide. What are their names?

7. How would you decide about Title 1 support for these people? Please tell me what you're thinking when you're answering for these people. I want to know why you're making the decisions that you're making.

8. Now, for (FIRST PERSON). How would you complete items 4 and 5 for this person? How did you figure this out? It really helps if you tell me exactly what you're thinking as you answer these items.

A. How about (SECOND PERSON)?

B. And (THIRD PERSON)?

C. And (FOURTH PERSON)?

9. What would you do if a person's job belonged in more than one category. For example, what if someone were both a special education and bilingual education aide? How would you complete these items for him or her?

10. In what ways, if any, is "In special day class" different from "In resource room"?

A. Do you think this kind of distinction makes sense?

B. What terms do you use to describe "special day classes" and "resource rooms"?

11. Does an aide need formal training in teaching limited English proficient students to be counted as a bilingual aide, or is fluency in the student's native language sufficient?

Needs formal training ☐ Fluency in student's native language sufficient ☐

12. Any other comments about this form?

Form D Debriefing Form

1. Is there any employee at the school who wasn't listed on any of the previous forms who you would not list on this form?

2. For the first column -- How would you go about creating a list of all of these people?

A. How else could someone do this?

B. How certain would you be that all of these other staff were listed? Why?

3. Column 3 -- Employment status. What would you do here?

A. How would you decide whether someone was full-time or not?

B. In what other records might this information be kept?

4. Column 4 -- Hours per week. How would you get the information to complete these columns?

A. How would you figure how many hours a person worked?

B. Where else might this information be kept?

6. Let's try to complete this form for some people at your school. Pick an "Administrative, technical or business personnel" person (other than yourself) and a "Maintenance and other staff"

person. Tell me the names of one of each of these people.

7. Now, for (FIRST PERSON). How would you complete items 4 and 5 for this person? How did you figure this out? It really helps if you tell me exactly what you're thinking as you answer these items.

A. How about (SECOND PERSON)?

8. What would you do if a person's job belonged in more than one category. For example, what if someone did both accounting and computer support work? How would you complete these items for him or her?

9. Any other comments about this form?

Final Questions

1. What kinds of people who work at the school wouldn't be included on any of the forms?

2. Is there a report or document available, anywhere, that provides a listing of EVERYONE who works at your school?

Yes ☐
No ☐ ---> Could the payroll office or the district office prepare a list like this for you?
Yes ☐ No ☐

3. About how long do you think it would take to complete all of these forms for your school?

4. What items were the hardest to answer? Why?

Thanks very much. To show our appreciation for your time and effort, we will be sending a $50 dollar check to your school. In order to do this, I need to obtain/verify your school's name and address: [MAKE SURE ALL INFORMATION IS COMPLETE AND ACCURATE]

NOTE TO AIR STAFF: We need to complete purchase orders for these checks. The P.O. should include school name, address and zip code, and an attached letter stating what the money is for. On the purchase order, the account code for subject/participant fees is 540-008.

Appendix E

Final Draft of Data Collection Instruments and Interview Protocols

10 April 1997
To: Steve Broughman, Bill Fowler
CC: Mary Rollefson
From: Roger Levine and Jay Chambers
RE: Pilot testing materials

Attached are four sets of draft materials.

(1) Form A (and the instructions) are the revised Teacher Listing Form and instructions. During our visits to schools, their completion will be investigated through use of cognitive interviewing procedures.

(2) Forms B - D are listing forms for other staff. During our visits to schools, their completion will be investigated through use of cognitive interviewing procedures.

(3) Forms 1 - 3 and "Other Questions" are items that are candidates for addition to the TDS. They will be investigated through use of cognitive interviewing procedures when we visit school districts.

a. In addition, when we visit school districts, we will request listings of all staff (with background information) at the schools that we will be visiting. This will allow us to validate responses of school staff and facilitate probing for inconsistencies.

(4) "Salary and Benefits Information Form for Selected District Employees". This form will be investigated through use of cognitive interviewing procedures when we visit school districts.

a. This form will be administered to investigate the feasibility of an alternative approach to gathering information on average salaries and benefits for non-teaching school staff. Instead of administering Forms 1 - 3, use of this form would involve the following steps.

I. NCES would use the nonteaching **Staff Listing Forms** (Forms B - D) to select a sample of staff. This sample would be stratified across schools by type of staff. We would recommend that the sample be of sufficient size in each category to permit analyses across the samples of school districts. If one selected samples of school personnel of

approximately the same size as the sample of principals (an average of approximately one for each staff category per school), this would be sufficient to conduct analyses of variations across districts. Samples would be stratified according to the following groupings:

From Staff Listing Form B - Certificated non-teaching school personnel: (1) Random selection of anyone listed on form

From Staff listing Form C - Non-certificated personnel -- Aides: (1) Random selection from anyone listed on form

From Staff listing Form D - Other non-certificated personnel: Random selection of one individual from each of the following groups: (1) Secretaries and other clerical support staff, (2) other Administrative, Technical, and Business Personnel, (3) Skilled trades (such as Plumber, Electrician, and Mechanic, and (4) other "Maintenance and Other Staff"

Thus, NCES would end up with six samples and each sample would have approximately the same number of individuals as there are schools in the *SASS* samples. There would be an average of one of each of the six categories of personnel per school.

II. These individuals will be listed on the following form requesting additional data on each listed person. The purpose of these data are to enable analyses to estimate average wages for each category of staff for all schools in the sample. It is for this reason that we are requesting personal background data (gender, age, education, experience). These data must be linkable to the original information gathered about this individual from the school on Staff Listing Forms B through D.

These are the drafts that we will be pilot testing next week. We look forward to your comments and suggestions. Feel free to contact either of us with any questions you might have.

INSTRUCTIONS - FORM A

❶ Please read the information below, then list and categorize the full-time and part-time teachers at this school in Form A.

A Teacher is a Certificated Individual who teaches at your school on either a full-time or a regularly scheduled basis

Teachers may be:

- District employees
- Private contractors or their employees
- Individuals with other responsibilities, who may also be listed on Forms B, C, or D

❷ INCLUDE ON FORM A

Special Education Teachers (Special Day Class and Resource Teachers)

- Meaning those who teach special education classes to students with disabilities

General Elementary Teachers

- Teach self-contained classes in grades K-8, i.e., teach the same class of students all or most of the day, unless they teach special education students, in which case see the categories above
- Include kindergarten teachers

Math Teachers

Science Teachers

English/Language Arts Teachers

Social Studies Teachers

Vocational/Technical Education Teachers

- Teach typing, business, agriculture, home economics as well as any other vocational or technical classes

Other Subject-Matter Teachers

- Teach art, foreign languages, music, physical education, English as a Second Language, and any other remaining subjects
- Include those who teach gifted and talented or remedial reading classes

Teaching Principals, Teaching Guidance Counselors, Teaching Librarians, Teaching Speech Therapists, Teaching Psychologists, and Teaching School Nurses

- Include any staff members who teach at least one class per week regardless of whether or not it is the same set of students

For example:

- If a librarian teaches a class in math once a week, include her in the "math" category, but if she only teaches groups of students library skills or how to use the library, do NOT include her on the form

Teachers of Ungraded Students

Itinerant, Co-op, Traveling, and Satellite Teachers

- Teach at more than one school

Current Long-Term Substitute Teachers

- Currently filling the role of a regular teacher for 4 or more continuous weeks

❸ OMIT FROM FORM A

Prekindergarten Teachers who teach ONLY prekindergarten students

Adult Education and Postsecondary Teachers

- If they teach ONLY adult education or students beyond grade 12

Short-term Substitute Teachers

- Fill the role of a regular teacher for less than 4 continuous weeks

Student Teachers

Day Care Aides (List on Form C)

Teacher Aides (List on Form C)

Library Teachers who teach only library skills or how to use the library (List on Form B)

Other Staff who do not each any kind of class (List on other forms, as appropriate)

❹ COMPLETING FORM A

Column (a) - Name

- List each teacher ONLY once on this form

Column (b) - Grade Range

- Mark to indicate whether the teacher teaches K-6 grade or 7-12 grade students
  - If a teacher teaches BOTH K-6 and 7-12 students, mark the box for the grade the teacher teaches the MOST
  - If a teacher teaches two or MORE grades EQUALLY, mark both boxes

- If a teacher teaches UNGRADED students, mark the boxes which correspond to the graded equivalent for children of that age

Column (c) - Subject Matter Taught

- Mark the box which corresponds to the subject taught MOST by the teacher
  - If the teacher teaches 2 or more subjects EQUALLY, mark all to the boxes that apply
- Special Education - Special Day Class: a teacher who serves the same group of students with disabilities all or most of the day
- Special Education - Resource Teacher: a teacher who serves small groups of students with disabilities either while in a regular classroom, through pull-out programs in a separate resource room, or in classes on specialized subject matter especially designed for students with disabilities. Resource teachers may also provide training or support to regular classroom teachers who are serving students with disabilities in regular classrooms.

Column (d) - Teacher's Race/Ethnicity

- Enter the number from the list on Form A which corresponds to each teacher's race/ethnicity

Column (e) - Teachers of Students with Limited English Proficiency

- Teaches classes designed for students with limited English proficiency, using approaches such as English as a Second language (ESL), content ESL, bilingual education, or English for Speakers of Other Languages (ESOL)

NOTE: Foreign language teachers should not be marked unless they teach bilingual, ESL, or ESOL classes (as defined above)

Column (f) - 3 Years or Less

- Teacher in his/her 1st, 2nd, or 3rd year of teaching at this or any other school

Column (g) - Teaching Status

- Enter the number from the list to indicate whether the teacher is a full-time (1) or part-time (2) teacher
- If a teacher is part-time, enter the percent of full-time that the person is employed as a teacher at your school in parentheses. For example, if the individual teaches 50 percent of full-time in your school, enter '2 (50)'.

Include as part-time:

- Itinerant teachers who teach full-time in this or other school districts but part-time in your school
- Teachers who perform other functions in this school in addition to part-time teaching (e.g., a teaching guidance counselor should be counted as a part-time teacher)

Column (h) - Title 1

- Mark the column if the teacher is a Title 1 teacher (paid in full or part by federal funds under the Elementary and Secondary Education Act)

Form A - Teacher Listing Form

Line Number	Teacher's Name *List each teacher only once* (a)	Grade Range *Mark (x) the appropriate box* (b)		Subject Matter Taught *Mark (x) the appropriate box* (c)									Teacher's Race/Ethnicity *Enter number which corresponds to the teacher's race/ ethnicity* 1-White (non-Hispanic) 2-Black (non-Hispanic) 3-Hispanic (can be any race) 4-Asian or Pacific Islander 5-American Indian or Alaska Native (d)	Teachers of Students with Limited English Proficiency *Mark (X) if applicable* Teaches classes designed for students with limited English proficiency, using approaches such as English as a Second Language (ESL), content ESL, bilingual education, or English for Speakers of Other Languages (ESOL) NOTE: Foreign language teachers should not be marked unless they teach bilingual, ESL, or ESOL classes (e)	3 Years or Less *Mark (X) if applicable* Teacher in his/her 1st, 2nd, or 3rd year of teaching at this or any other school (f)	Teaching Status Enter the number from the list to indicate whether the teacher is full-time or part-time teacher 1-Full-time teacher 2-Part-time teacher If "2" enter percent full-time in parenthesis (e.g., 2 (50) = 50% of full-time in your school) (g)	Title 1 *Mark (X) if applicable* If the teacher is a Title 1 teacher (paid in full or part by federal funds under the Elementary and Secondary Education Act) (h)
		K-6	7-12	Special Education - Special Day Class	Special Education - Resource Teacher	General Elementary	Math	Science	English/Language Arts	Social Studies	Vocational/Technical	Other					
	PLEASE READ INSTRUCTIONS ON PAGES 1 THROUGH 3 BEFORE CONTINUING																
1	Last Name First Name																
2	Last Name First Name																
3	Last Name First Name																
4	Last Name First Name																
5	Last Name First Name																
6	Last Name First Name																
7	Last Name First Name																
8	Last Name First Name																
9	Last Name First Name																
10	Last Name First Name																

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FORM B - CERTIFICATED NON-TEACHING SCHOOL PERSONNEL

❶ INCLUDE ON FORM B

All individuals with certificated non-teaching assignments (such as administrators, professional support personnel, and other professional staff) who work at your school on a *regularly scheduled basis*. This also includes:

- District employees
- Private contractors or their employees
- Part-time employees
- Individuals listed on Form A (Teacher Listing Form) who have other, certificated non-teaching assignments as indicated below. Please identify these teachers by writing the number of the line on which they are listed on Form A in the first column of this form.

❷ OMIT FROM FORM B

District staff who only visit your school on an *as-needed basis*.

Line Number from Form A	Name	Employment status Enter the number which corresponds to the person's status 1 -Full-time employee 2 -Part-time employee	*For each person, please indicate the NUMBER OF HOURS PER WEEK for which he or she is paid for performing the listed assignment(s) at your school. If none, leave blank.*										
			School Level Administrator				Instructional and Student Support Personnel						
			Principal, Headmaster	Vice Principal and Assistant Principal	Instructional Coordinators and Supervisors, such as Curriculum Specialists	Department Chair	Library Media Specialist/ Librarian	School Counselors	Psych-ologist	Social Worker	Physical/ Occup-ational Therapist	Speech therapist	Other (such as Nurses, Audiologist, Nutritionist)
	Last Name First Name												
	Last Name First Name												
	Last Name First Name												
	Last Name First Name												
	Last Name First Name												

FORM C - AIDES

❶ INCLUDE ON FORM C

All individuals employed as Teacher's Aides, Library/Media Center aides, Health Aides, or other kinds of aides who work at your school on either a *regularly scheduled basis*. This also includes:

- District employees
- Part-time employees
- Private contractors or their employees

❷ OMIT FROM FORM C

- Aides who work only with prekindergarten students.
- Aides who are volunteers
- Aides who work only on *an as-needed basis*

Name	Title 1 *Mark (X) if applicable.* If the Aide is a Title 1 Aide (paid in full or part by federal funds under the Elementary and Secondary Education Act)	Employment Status Enter the number which corresponds to the person's status 1-Full-time employee 2-Part-time employee	*For each person, please indicate the NUMBER OF HOURS PER WEEK for which he or she is paid for performing the listed assignment(s) at your school. If none, leave blank.*									
			Special Education			Bilingual Education	Regular Education					
			In Special Day Class	In Resource Room	In Regular Classroom	Bilingual Aide	General Elementary Classroom	Depart-mentalized Classroom	Library or Media Center Aide	Health Aide	Extended Day or Before or After School Day Care Program	Other (such as Yard Duty, Admin or Office Aide)
Last Name First Name												
Last Name First Name												
Last Name First Name												
Last Name First Name												
Last Name First Name												

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FORM D - OTHER (NON-CERTIFICATED) SUPPORT PERSONNEL

❶ INCLUDE ON FORM D

All individuals who work at your school on *a regularly scheduled basis*, who were not listed on Forms A, B, or C. This includes individuals with non-teaching assignments, such as custodial staff and office staff. This also includes:

- District employees
- Part-time employees
- Private contractors or their employees

❷ OMIT FROM FORM D

- Volunteers
- Individuals who work only with prekindergarten students
- District staff who only visit your school on *an as-needed basis*

Name	Employment Status Enter the number which corresponds to the person's status. 1-Full-time employee 2-Part-time employee	*For each person, please indicate the number of hours per week for which he or she is paid for performing the listed assignment(s) at your school. If none, leave blank.*								
		Administrative, Technical, and Business Personnel				Maintenance and Other Staff				
		Secretaries and other Clerical Support Staff	Administrative or Managerial Staff	Business or Accounting Staff; Technical Personnel	Technical or Computer Support Staff	Custodian, Gardener, and General Maintenance	Skilled trades (such as Plumber, Electrician, Mechanic)	Cafeteria Workers and Food Delivery Personnel	Transportation Personnel (such as Bus Drivers)	Other
Last Name First Name										
Last Name First Name										
Last Name First Name										
Last Name First Name										
Last Name First Name										

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Form 1. Form to collect salary and benefit information from districts: 10 April 1997 draft

Please complete the following form for the *typical* district employee in each of the categories listed below. If the district does not have any employees or contractors filling a position, please write "N/A" in column 2. If a position is typical filled by independent contractors, please indicate their average hourly rates of pay (column 2) and their total paid hours per year (column 3). Enter "0" in columns 4 and 5 for independent contractors.

1. Job Categories	2. Average Hourly rate of pay	3. Total paid hours per year	4. Health & related benefits	5. Other benefits & payroll taxes
	In your district, what is the average hourly rate of pay for the job title listed? Please report gross pay, before any deductions or taxes are taken out.	Indicate the total number of hours per year for which a full-time employee in this category is typically paid. (Include paid vacations and holidays.)	Indicate the *average annual amount per employee* contributed for medical, dental, vision, or life insurance premiums (e.g., $4,800 per year).	Indicate the average percent of total salary contributed per employee for all other benefits (e.g., retirement, social security, unemployment, workers compensation)
CERTIFICATED PERSONNEL Teaching personnel: Teachers				
Instructional support personnel: Library or media specialists				
School counselors				
Psychologists				
Social Workers				
Physical/Occupational Therapists				
Speech Therapists				
Other (Nurses, audiologists, nutritionists)				
School administrators: School Principals/headmasters				
Assistant/Associate Principals				
Instructional Coordinators and Supervisors				
NON-CERTIFICATED PERSONNEL Secretaries/clerical staff				
Administrative/Managerial staff				
Business/accounting staff				
Technical/computer support staff				
Skilled maintenance personnel				
Custodian/gardener/maintenance staff				
Skilled trades (plumber, electrician, mechanic)				
Cafeteria workers				
Transportation personnel (bus drivers)				
Paraprofessionals/instructional aides				

Form 2. Health and Welfare Benefits Per Employee Contributed by the District

Please enter the amount of health and welfare benefits contributed by your district for the *typical* certificated and non-certificated employee. These benefits are generally contributed in the form of a lump-sum amount per employee (e.g., $4,000 for medical insurance premiums) and may differ depending upon the numbers of dependents, the plan selected, and other selected dimensions of available plans.

- *If your district offers employees a choice of plans, please record the information below for the plan most widely selected by your employees.*
- *If your district offers employees a fixed amount of money to be distributed according to the employees wishes among alternative benefit plans or programs, it is only necessary to complete Row E.*

Category of Health and Welfare Benefits	**Contribution for health and welfare benefit items per employee per year for:**					
	Certificated employees *(This category includes teachers, instructional support personnel, and school or district administrators.)*			**Non-certificated employees** *(This category includes instructional aides, secretaries, clerical staff, custodial staff, maintenance staff, technical and business personnel, food service, and transportation personnel.)*		
	Employee Only	***Employee & spouse only***	***Employee & all dependents***	***Employee Only***	***Employee & spouse only***	***Employee & all dependents***
A. Medical Insurance						
B. Dental Insurance						
C. Vision Insurance						
D. Life Insurance						
E. Fixed amount allocated based on employee choice (e.g., cafeteria plans)						
F. Other contributions for employee benefits, such as housing allowance or expenses, meals, car or transportation expense, tuition reimbursement or course fees, child care: (Specify _____)						

Form 3. Other District Contributions to Certificated Employee Benefits.

Please enter the *typical* percentages of total salary contributed by the district for certificated and non-certificated employee's retirement, unemployment compensation, workers compensation, disability insurance, and other related benefits. Do not include any benefits reported on Form 2.

Other benefit items contributed based on a percentage of salary	**Percentage of salary contributed on behalf of:**	
	Certificated employees *(This category includes teachers, instructional support personnel, and school or district administrators.)*	**Non-certificated employees** *(This category includes instructional aides, secretaries, clerical staff, custodial staff, maintenance staff, technical and business personnel, food service, and transportation personnel.)*
Retirement system		
Unemployment compensation		
Workers compensation		
Disability		
Other: (Specify _____)		

OTHER QUESTIONS

1. Does your district or state make contributions to the Social Security System on behalf of its:

   A. certificated employees? Yes ☐ No ☐

   B. non-certificated employees? Yes ☐ No ☐

2. What percentage of full-time do your certificated employees have to work to be eligible for full-benefits?

   _____ percent of full-time

3. How many hours per week do your non-certificated employees have to work to be eligible for full-benefits?

   _____ hours per week

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Salary and benefit information form for selected district employees

Please complete this form for the district employees listed in Column 1.

1. Person	2. Sex	3. Race/ Ethnicity	4. Date of birth	5. Years in district	6. Highest degree earned	7. Average Hourly rate of pay	8. Total paid hours per pay period	9. Number of pay periods per year	10. Health & related benefits	6. Other benefits & payroll taxes
	What is this person's sex? *Enter 'M' for male and 'F' for female*	What is this person's race/ ethnicity? *Use the following codes for your answers:* 1 - White (non-Hispanic) 2 - Black (non-Hispanic) 3 - Hispanic (can be any race) 4 - Asian or Pacific Islander 5 - American Indian or Alaska Native	When was this person born?	For how many full years has this person been employed by the school district? *If less than 1, enter '0'*	What is the highest degree earned by this person? *Use the following codes for your answers:* 1 - Less than high school 2 - High school graduate 3 - Associate's degree (AA, AS) 4 - Bachelor's degree (BA, BS) 5 - Advanced degree (MA, MS, PhD, EdD)	What is this person's hourly rate of pay? Please report gross pay, before any deductions or taxes are taken out.	Indicate the total number of hours for which this person was paid in the last regular pay period.	Indicate the number of pay periods for which this person is paid per year.	Indicate the amount contributed by the district for medical, dental, vision, or life insurance premiums for this person in the last regular pay period. If the district self-insures, please estimate the average amount contributed per employee.	Indicate the percent of total salary contributed for all other benefits (e.g., retirement, social security, unemployment, workers compensation) for this employee

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Cognitive Interview Protocols: District Respondents: 3 April 97 draft

I'd like you to pretend that you received the following forms in the mail, as part of a U.S. Department of Education sponsored study. Cooperation in these kinds of studies are voluntary, of course. I'd also like you to pretend that you decided your school would cooperate. My first question is:

1. Who would complete these forms?

IN THE COURSE OF COMPLETING THE SURVEY, THE RESPONDENT MAY INDICATE THAT (S)HE WOULD HAVE ANOTHER PERSON COMPLETE SPECIFIC ITEMS OR FORMS. IF SO, CONDUCT COGNITIVE INTERVIEWS WITH THESE OTHER PEOPLE ABOUT THE SPECIFIC ITEMS WHICH THEY WOULD HAVE TO COMPLETE.

AFTER APPROPRIATE RESPONDENT(S) HAVE BEEN IDENTIFIED.

In order for us to identify problems with questionnaire items and forms, we have found that it is very helpful for people to tell us what is going on in their minds as they complete these items. I'd like you to tell me exactly what you're thinking to yourself as you go through each item. Whatever you'd read to yourself, please read out loud.

I'm also going to ask you a few questions as you complete the forms. However, the most important thing is for you to tell me everything that is going on in your mind when you're completing these forms.

Pretend that you received these forms in the mail and were going to fill them out. I'd like to find out exactly how you would go about doing this. Read out loud whatever you'd read to yourself to decide what to do. Don't forget to tell me what you're thinking.

GENERAL PROBES:

Could you tell me what you are thinking now?
Excuse me -- I couldn't hear what you just said.
What's going on in your mind now? What else?
Why did you ..... ?
How did you know that?
How sure are you of that?
How did you come up with that number?

Form 1. Salary and Benefit Information

How did you come up with this number?

Did you pick specific people?

IF RESPONDENT WOULD REQUEST COMPUTER RUN OR SEEK INFORMATION FROM SOMEONE ELSE: How, specifically, would you go about doing this? What kinds of instructions would you send to (PERSON)?

What does "certificated personnel" mean to you?

What does "noncertificated personnel" mean to you?

Who would you include under "Instructional Coordinators and Supervisors"? Why?

Form 2. Health and Welfare Benefits

IF F (Other) IS FILLED OUT: What other benefits are included?

Form 3. Other District Contributions

IF (Other) IS FILLED OUT: What other benefits are included?

OTHER QUESTIONS:

1. How did you know that?

   Is this true for all certificated employees?

2. What does "full-benefits" mean to you?

Cognitive Interview Protocols: School-based Respondents: 2 April 97 draft

I'd like you to pretend that you received the following forms in the mail, as part of a U.S. Department of Education sponsored study. Cooperation in these kinds of studies are voluntary, of course. I'd also like you to pretend that you decided your school would cooperate. My first question is:

1. Who would complete these forms? They ask for a listing of all staff at your school as well as asking a few background questions about each teacher and asking the number of hours per week each nonteaching staff person works.

IN THE COURSE OF COMPLETING THE SURVEY, THE RESPONDENT MAY INDICATE THAT (S)HE WOULD HAVE ANOTHER PERSON COMPLETE SPECIFIC ITEMS OR FORMS. IF SO, CONDUCT COGNITIVE INTERVIEWS WITH THESE OTHER PEOPLE ABOUT THE SPECIFIC ITEMS WHICH THEY WOULD HAVE TO COMPLETE.

AFTER APPROPRIATE RESPONDENT(S) HAVE BEEN IDENTIFIED.

In order for us to identify problems with questionnaire items and forms, we have found that it is very helpful for people to tell us what is going on in their minds as they complete these items. I'd like you to tell me exactly what you're thinking to yourself as you go through each item. Whatever you'd read to yourself, please read out loud.

I'm also going to ask you a few questions as you complete the forms. However, the most important thing is for you to tell me everything that is going on in your mind when you're completing these forms.

Pretend that you received these forms in the mail and were going to fill them out. I'd like to find out exactly how you would go about doing this. Read out loud whatever you'd read to yourself to decide what to do. Don't forget to tell me what you're thinking.

GENERAL PROBES:

Could you tell me what you are thinking now?
Excuse me -- I couldn't hear what you just said.
What's going on in your mind now? What else?
Why did you ..... ?
How did you know that?
How sure are you of that?

WHEN THE RESPONDENT IS COMPLETING COLUMN B: Please tell me what you're thinking -- that is, how you know what grades they teach.

Form A Teacher Listing Form probes

A. You used (DESCRIBE PROCEDURE) to produce a listing of all of the teachers at your school. Why?

Are there any teachers who you might not have been included this way? Why (not)?

Was anyone counted who you aren't sure should have been counted? IF YES: Why?

How else could you have made a list of all of the teachers at your school?

Why didn't you do it this way?

COLUMN B PROBES

Is there any other ways you could have figured out the grades served?

IF YES: Why didn't you do it this way?

Do any of these teachers serve ungraded students?

IF YES: How did you deal with these teachers?

COLUMN C PROBES

Are there any other lists you could have used to complete this item?

IF YES: Why didn't you do it this way?

IF NOT KNOWN FROM THINK-ALOUD: Why did you classify (PERSON) as other?

What does "Special Day Class" mean to you?

What does "Resource Teacher" mean to you?

Are there any special education teachers who work at the school only part-time? (IF YES): Were they listed in Column A? (IF NO): Why not?

COLUMN D PROBES
Are there any other ways you could have determined teachers' race/ethnicity?

IF YES: Why didn't you do it this way?

Which way would have been more accurate?

How certain are you of the accuracy of your answers? Why?

COLUMN E PROBES
(IF NONE ARE CHECKED): Are there any limited English Proficient students at this school?

Does a teacher need formal training in teaching limited English proficient students to be counted in this column, or is fluency in the student's native language sufficient?

Needs formal training ☐ Fluency in student's native language sufficient ☐

COLUMN F PROBES
Are there any other ways you could have identified teachers with less than three years of experience?

IF YES: Why didn't you do it this way?

Which way would have been more accurate?

What kinds of teaching experience did you count?

Did you count student teaching?	Yes ☐	No ☐
Would you include college teaching?	Yes ☐	No ☐

COLUMN G PROBES
In what other records might information about teaching status be kept?

Why didn't you use these other records?

What does "full-time" mean to you?

How would you classify a traveling or itinerant teacher who teaches half-time at two different

schools? Why?

COLUMN I PROBES
What would be the best way to identify Title 1 teachers?

(IF NONE ARE CHECKED): Does your school receive any Title 1 funds?
Yes ☐ No ☐

B. What's the difference, if any, between Title 1 support and Head Start support?

Form B Debriefing Form probes

You used (DESCRIBE PROCEDURE) to produce a listing of all of the certificated nonteaching staff at your school. Why?

Are there any certificated non-teaching staff who might not have been included this way? Why (not)?

Was anyone included who you aren't sure should have been? IF YES: Why?

How else could you have made a list like this?

Why didn't you do it this way?

EMPLOYMENT STATUS PROBES

In what other records might information about employment status be kept?

Why didn't you use these other records?

What does "full-time" mean to you for these people? Is it the same for everyone listed?

Did you count the number of hours they actually work or the number of hours for which a person is paid? Why?

Form C Debriefing Form probes

You used (DESCRIBE PROCEDURE) to produce a listing of all of the aides at your school. Why?

Are there any aides who might not have been included this way? Why (not)?

Was anyone listed who you aren't sure should have been? IF YES: Why?

How else could you have made a list like this?

Why didn't you do it this way?

IF NOT CLEAR FROM INTERVIEW: How did you decide about Title 1 support for these people? Please tell me what you were thinking when you answered the item. I want to know how you made the decisions that you made.

EMPLOYMENT STATUS PROBES

In what other records might information about employment status be kept?

Why didn't you use these other records?

What does "full-time" mean to you for these people? Is it the same for everyone listed?

In what ways, if any, is "In special day class" different from "In resource room"?

A. Do you think this kind of distinction makes sense?

B. What terms do you use to describe "special day classes" and "resource rooms"?

Does an aide need formal training in teaching limited English proficient students to be counted as a bilingual aide, or is fluency in the student's native language sufficient?

Needs formal training ☐ Fluency in student's native language sufficient ☐

Form D Debriefing Form probes

You used (DESCRIBE PROCEDURE) to produce a listing of all of the other staff at your school. Why?

Are there any staff who were not included on any of these forms? Why (not)?

Was anyone listed who you aren't sure should have been? IF YES: Why?

How else could you have made a list like this?

Why didn't you do it this way?

EMPLOYMENT STATUS PROBES

In what other records might information about employment status be kept?

Why didn't you use these other records?

What does "full-time" mean to you for these people? Is it the same for everyone listed?

RECONCILIATION

1. We're trying to determine whether people at the school or at the district office can provide more accurate listings of teachers. So, I'd like to compare a list of teachers I got from the district office with this list.

IF THERE ARE NO DIFFERENCES: Do you think it would be easier for us to get this kind of information from schools or from the district? Why?

IF THERE ARE DIFFERENCES, PROBE EACH DISCREPANCY:

A. The district office didn't list (PERSON) as a teacher. Why do you think this might have happened? Any other reasons?

B. The district office listed (PERSON) as a teacher. I can't find (PERSON) on your list. Why did this happen?

IF RESPONDENT SAYS "I forgot": Why? How is (PERSON) different from other (TYPE OF TEACHERs)?

C. The district office thought (PERSON) taught grade X. Why do you think this might have happened? Any other reasons? Where do their records come from?

D. The district office thought (PERSON) was (RACE/ETHNICITY). Why do you think this might have happened? Any other reasons?

USE ABOVE AS A TEMPLATE FOR PROBING SPECIFIC DISCREPANCIES FOR FORMS A, B, C, AND D.

Appendix F

Recommended SASS Forms and Procedures

Form **SASS-??**
(5/21/97)

U.S. Department of Education
National Center for Education Statistics

STAFF LISTING FORMS
FOR
PUBLIC AND PRIVATE SCHOOLS

SCHOOLS AND STAFFING SURVEY
19??-??

Conducted by:

U.S. Department of Commerce
Bureau of the Census

NOTICE - This report is authorized by law (20 U.S. Code 1221e). Your answers will be kept confidential and will be used only for statistical purposes.

(Please correct any errors in name, address, and ZIP code.)

THIS SURVEY HAS BEEN ENDORSED BY:

Note: If this school's grade range differs from the grade range printed above, please call the Census Bureau toll free at 1-800-851-2014.

INSERT SASS GRAPHIC HERE

DEAR PRINCIPAL:

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in this survey. The U.S. Bureau of the Census is conducting this survey by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e).

WHY IS NCES SPONSORING THIS SURVEY?

The purpose of this survey is to obtain information about staff who are paid to work at your school on a regular basis, regardless of whether the person is an employee of the school district, another public agency, or a private contractor/organization. NCES is sponsoring this survey in order to examine staffing patterns in schools nationwide. In addition, this information will be used to select a sample of teachers to receive an additional survey and a sample of other staff for whom we will be requesting further information.

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?

We are conducting this survey with only a sample of schools. Therefore, the value of your individual contribution is greatly increased because it represents many other schools. The value of this information is that it will provide, for the first time, a comprehensive picture of the access American students have to educational and related services. We, therefore, encourage you to participate in this voluntary survey.

WHAT TYPES OF DATA ARE BEING COLLECTED?

This survey obtains information about all staff (other than transportation staff) who are paid to work at your school on a regular basis, regardless of whether the individual is an employee of the school district, another public agency, or a private contractor/organization. Staff working at your school on a regular basis includes staff who work at the school on either a regular weekly or monthly schedule or who work at the school at certain times each year. We are asking you to complete the following forms:

- Form A - Professional Staff Listing Form
- Form B - Instructional and Student Support Assistants (Aides) Staff Listing Form
- Form C - Other Staff Listing Form (Excluding Transportation Staff)

Please provide this information as of [NCES TO DECIDE ON ONE OF THE FOLLOWING DATES TO INSERT: TODAY; THE FIRST DAY OF THE SEMESTER; OR 1 OCTOBER 1998.]

WHAT ABOUT ISSUES OF PRIVACY/CONFIDENTIALITY?

Your answers will be kept strictly confidential and will be used only for statistical purposes. The results will never be presented in any way that would permit any response to be associated with a specific school or individual. [CITE THE SPECIFIC LAW]

WHERE SHOULD YOU MAIL YOUR COMPLETED SURVEY?

[INSERT MAILING INSTRUCTIONS HERE]

THANK YOU FOR YOUR COOPERATION IN THIS VERY IMPORTANT EFFORT.

SINCERELY,

[INSERT NCES COMMISSIONER NAME HERE]
COMMISSIONER
NATIONAL CENTER FOR EDUCATION STATISTICS

INFORMATION ABOUT REPORTING BURDEN [INSERT HERE IN SMALLER FONT]

FORM A - PROFESSIONAL STAFF LISTING FORM

Please list all full-time and part-time professional staff who are paid to work at your school on a regular basis, regardless of whether the individual is an employee of the school district, another public agency, or a private contractor/organization. LIST EACH INDIVIDUAL ONLY ONCE. Staff may be listed in any order. You do not have to list in alphabetical order.

INCLUDE the following types of professional staff on this form:	**OMIT** the following types of professional staff from this form:
School Level Administrators (such as principals, headmasters, vice/assistant principals, instructional coordinators and supervisors, curriculum specialists, department chairs).	**District staff** who only visit your school on an as-needed basis.
Regular Education Teachers who teach self-contained classes or who teach departmentalized classes (i.e., teach the same class of students all or most of the day). Kindergarten teachers are included in this category.	**Adult Education and Postsecondary Teachers** who teach ONLY adult education or students beyond grade 12.
Special Education Self-contained Teachers who serve the same group of students with disabilities all or most of the day.	Teachers who are currently on **long-term leave** for 4 or more continuous weeks.
Special Education Resource Teachers/Specialists who serve small groups of students with disabilities either while in a regular classroom (mainstreamed or inclusion), through pull-out programs in a separate resource room, or in classes on specialized subject matter especially designed for students with disabilities. Resource teachers may also provide training or support to regular classroom teachers who are serving students with disabilities in regular classrooms.	**Short-term Substitute Teachers** who fill the role of a regular teacher for less than 4 continuous weeks.
Teachers of Ungraded Students	**Student Teachers** who are working at the school to earn credit for teaching experience and who are not paid. If a student teacher is paid, he or she should be listed as a teacher's aide (Form B).
Itinerant, Co-op, Traveling, and Satellite Teachers who teach at more than one school.	
Current Long-Term Substitute Teachers who are currently filling the role of a regular teacher for 4 or more continuous weeks.	
Intern or Probationary Teachers who have completed all of the course work required for certification and who are in a paid position that will permit them to fulfill their teacher certification requirements.	
Instructional and Student Support Personnel (such as speech therapists, physical/occupational therapists, psychologists, social workers, school counselors, library media specialists, librarians, computer specialists, nurses, audiologists, nutritionists)	

Form A - Professional Staff Listing Form (Please list all full-time and part-time professional staff who are paid to work at your school on a regular basis, regardless of whether the individual is an employee of the school district, another public agency, or a private contractor/organization. List each individual only once.)

Line #	Individual's Name List each individual only once. Staff may be listed in any order. You do not have to list in alphabetic order. (a)		Total Hours Per Week Indicate the number of paid (salaried) hours each individual works at this school in a typical week. (b)	Indicate the minimum (contracted) NUMBER OF HOURS PER WEEK each individual is expected to work AT THIS SCHOOL in the following assignments: (c)											
				Administrators				Regular Education Teacher						
				Principal, Headmaster	Vice Principal and Assistant Principal	Instructional Coordinators and Supervisors (such as Curriculum Specialist)	Department Chair (non-teaching hours only)	General Elementary (teach self-contained classes in grades K-8)	Math	Science	English/ Language Arts	Social Studies	Vocational/ Technical (such as wood shop, business, home economics)	Other (such as physical education/ health, art, music, foreign language, gifted and talented, remedial)
0	Last Name Doe	First Name Jane	37.5				7.5				30			
1	Last Name	First Name												
2	Last Name	First Name												
3	Last Name	First Name												
4	Last Name	First Name												
5	Last Name	First Name												
6	Last Name	First Name												
7	Last Name	First Name												
8	Last Name	First Name												235
9 234	Last Name	First Name												
10	Last Name	First Name												

Example Line: Jane Doe is an English teacher who is also the department chair. She is contracted to work 37.5 hours per week. As department chair she receives a reduced course load so that she can spend 20 percent of her time (7.5 hours per week) organizing, planning, and administering departmental activities. She spends the remaining 30 contracted hours per week engaged in teaching activities (classroom time, preparation, extracurricular activities).

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COMPLETING FORM A, COLUMNS D-I

Column (d) - Employer

Enter one of the numbers from the list in column (d) that corresponds to the individual's employer.

Column (e) - Race/Ethnicity

Enter one of the numbers from the list in column (e) that corresponds to the individual's race/ethnicity.

Column (f) - Grade Range Taught

Enter one of the numbers from the list in column (f) that corresponds to the grade range taught by this individual. If this individual is not teaching students, enter '0'.

Column (g) - Teaching Students with Limited English Proficiency

Enter one of the letters from the list in column (g) that corresponds to the type of class taught by this individual. If the individual is not teaching students, enter 'N'.

Column (h) - 3 Years or Less of Teaching Experience

Enter one of the letters from the list in column (h) that corresponds to the individual's years of teaching experience. If the individual has never taught, enter 'N'.

Column (i) - Title 1

Enter the letter from the list in column (i) that corresponds to the individual's Title 1 status.

FORM B - INSTRUCTIONAL AND STUDENT SUPPORT ASSISTANTS (AIDES) STAFF LISTING FORM

Please list all full-time and part-time instructional and student support assistants (aides) staff who are paid to work at your school on a regular basis, regardless of whether the individual is an employee of the school district, another public agency, or a private contractor/organization. LIST EACH INDIVIDUA ONLY ONCE.

INCLUDE the following types of instructional and student support assistants (aides) staff on this form:	**OMIT** the following types of instructional and student support assistants (aides) staff from this form:
Regular Education Teacher's Assistants (Aides) **Special Education Day Class Assistants (Aides)** who serve the same group of students with disabilities all or most of the day in a special day class. **Special Education Resource Assistants (Aides)** who serve small groups of students with disabilities in resource rooms. **Special Education Personal Assistants (Aides)** who provide one-on-one services to a student with disabilities (e.g., medical related services, health related services, instructional services). **Special Education Assistants (Aides)** who serve students with disabilities in a regular or inclusive setting. **Library or Media Center Assistants (Aides)** **Health Assistants (Aides)** **Day Care Assistants (Aides)** **Yard Duty Assistants (Aides)**	**Prekindergarten Assistants (Aides)** who work only with prekindergarten students. **Volunteer Assistants (Aides)** **Assistants (Aides)** who work only on an as-needed basis. **Administrative or Office Assistants (Aides)** (such as clerks)

Assistants (Aides) who work five or fewer hours per week. If there are two or more assistants (aides) who each work five or more hours per week, you may combine the total number of hours that all of these aides work in a typical week and enter this number in column (d) on the last line of the form, and apportion these hours to the assignments listed in column (e).

Form B - Instructional and Student Support Assistants (Aides) Staff Listing Form [Please list all full-time and part-time instructional and support assistants (aides) sta who are paid to work at your school on a regular basis, regardless of whether the individual is an employee of the school district, another public agency, or a private contractor/organization. List each individual only once.]

Line #	Individual's Name List each individual only once (a)	Employer Enter the number that corresponds to the individual's employer 1-School District 2- Other Public Agency 3-Private Contractor/ Organization (b)	Provides Support to Students with Limited English Proficiency Enter the letter that corresponds to the type of support provided by this aide Y-Yes, this aide provides support for students with limited English proficiency N-No, this aide does not provide support for students with limited English proficiency (c)	Total Hours Per Week Indicate the number of paid hours each individual works at this school in a typical week (d)	Indicate the NUMBER OF HOURS PER WEEK each individual is expected to work AT THIS SCHOOL in the following assignments: (e)							
					Regular Education	Special Education		Instructional and Student Support Assistants (Aides)				
						Self-contained classroom	Other (such as resource room aides, personal aides, one-on-one aides, aides providing support in a regular classroom or inclusive setting)	Library or Media Center Aide	Health Aide	Extended Day or Before and After School Day Care Program	Yard Duty	Other (such as technology aide)
0	Last Name: Doe First Name: John	1	N	35	17.5							17.5
1	Last Name: First Name:											
2	Last Name: First Name:											
3	Last Name: First Name:											
4	Last Name: First Name:											
5	Last Name: First Name:											
6	Last Name: First Name:											
7	Last Name: First Name:											
8	Last Name: First Name:											
9	Last Name: First Name:											
10	**Aides working less than 5 hours per week**											

239

240

Example Line: John Doe's work week normally consists of 5 seven-hour days (35 hours per week). He works as a technology aide half of his time (17.5 hours) and a regular classroom aide the other half (17.5 hours) of his time.

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COMPLETING FORM B, COLUMNS A-E

Column (a) - Individual's Name

List each individual only once.

Column (b) - Employer

Enter one of the numbers from the list in column (b) that corresponds to the individual's employer.

Column (c) - Provides Support to Students with Limited English Proficiency

Enter one of the letters from the list in column (c) that corresponds to the type of support provided by this aide.

Column (d) - Total Hours per Week

Enter the total hours per week this individual is paid to work at your school.

Column (e) - Indicate the Number of Hours per Week Each Individual is Expected to Work at this School in the Following Assignments

Enter the number of hours per week this individual works at your school under the appropriate assignment(s). The individual may work under more than one assignment. If so, indicate the number of hours per week associated with each different assignment for this individual in the appropriate columns.

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FORM C - OTHER STAFF LISTING FORM

Please list all full-time and part-time staff who HAVE NOT BEEN LISTED ON FORMS A AND B, but who are paid to work at your school on a regular basis, regardless of whether the individual is an employee of the school district, another public agency, or a private contractor/organization. LIST EACH INDIVIDUAL ONLY ONCE.

INCLUDE the following types of staff on this form:	**OMIT** the following types of staff from this form:
Any staff person who was **not listed on Form A or B**	**Any staff person** that was **listed on Form A or B**
Secretaries and Other Clerical Support Staff	**Transportation workers** (such as bus drivers)
Administrative or Managerial Staff	**Volunteers**
Business or Accounting Staff	**Individuals who work only with prekindergarten students**
Technical or Computer Support Staff	**District staff** who only visit the school on an **as-needed basis**
Custodians, Gardeners, and General Maintenance Workers	
Skilled Trade Workers (such as Plumbers, Electricians, Mechanics)	
Cafeteria Workers and Food Delivery Personnel	
Security Personnel	

Other nonprofessional staff who work fewer than five hours per week. If there are two or more assistants (aides) who each work five or fewer hours per week, you may combine the total number of hours that all of these people work in a typical week and enter this number in column (c) on the last line of the form, and apportion these hours to the assignments listed in column (d).

Form C - Other Staff Listing Form (Please list all full-time and part-time staff who Have not been listed on Forms A and B, but who are paid to work at your school on a regular basis, regardless of whether the individual is an employee of the school district, another public agency, or a private contractor/organization.)

Line #	Individual's Name List each individual only once (a)	Employer Enter the number that corresponds to the individual's employer 1-School District 2- Other Public Agency 3-Private Contractor/ Organization (b)	Total Hours Per Week Indicate the number of paid hours each individual works at this school in a typical week (c)	Indicate the NUMBER OF HOURS PER WEEK each individual is expected to work AT THIS SCHOOL in the following assignments: (d)									
				Administrative, Technical, and Business Personnel				Maintenance and Other Staff					
				Secretaries and other Clerical Support Staff	Administrative or Managerial Staff	Business or Account-ing Staff	Technical or Computer Support Staff	Custodian, Gardener, and General Maintenance	Skilled Trades (such as Plumber, Electrician, Mechanic)	Cafeteria Workers and Food Delivery Personnel	Security Personnel	Other
0	Last Name: Clinton First Name: Bill	2	30								30	
1	Last Name: First Name:											
2	Last Name: First Name:											
3	Last Name: First Name:											
4	Last Name: First Name:											
5	Last Name: First Name:											
6	Last Name: First Name:											
7	Last Name: First Name:											
8	Last Name: First Name:											
9	Last Name: First Name:											
10	**Other staff working less than 5 hours per week**											

Example Line: Bill Clinton is a local policeman assigned to work 5 six-hour days (30 hours per week) at the school.

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Form SASS-??
(5/21/97)

NOTICE - This report is authorized by law (20 U.S. Code 1221e). Your answers will be kept confidential and will be used only for statistical purposes.

U.S. Department of Education
National Center for Education Statistics

SALARY AND BENEFITS INFORMATION FOR SELECTED STAFF AT PUBLIC AND PRIVATE SCHOOLS

1977-??

Conducted by:

U.S. Department of Commerce
Bureau of the Census

(Please correct any errors in name, address, and ZIP code.)

THIS SURVEY HAS BEEN ENDORSED BY:

INSERT SASS
GRAPHIC HERE

DEAR SUPERINTENDENT (TO WHOM WILL THE LETTER BE ADDRESSED?):

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in this survey. The U.S. Bureau of the Census is conducting this survey by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e).

WHY IS NCES SPONSORING THIS SURVEY?

The purpose of this survey is to obtain information about staff from selected schools in your district. NCES is sponsoring this survey in order to examine personnel compensation in schools nationwide.

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?

We are conducting this survey with only a sample of school districts. Therefore, the value of your individual contribution is greatly increased because it represents many other school districts. We, therefore, encourage you to participate in this voluntary survey.

WHAT TYPES OF DATA ARE BEING COLLECTED?

This survey obtains salary, benefit, and background information on staff from selected schools in your district. We are asking you to complete the attached form with the preprinted names of staff in your district. For larger districts in the nation, we have attached a computer diskette which contains an ASCII file of this form. The names of staff people are also inserted in the ASCII file. You may provide the data through written or computerized format.

WHAT ABOUT ISSUES OF PRIVACY/CONFIDENTIALITY?

Your answers will be kept strictly confidential and will be used only for statistical purposes. The results will never be presented in any way that would permit any response to be associated with a specific district, school, or individual. [CITE THE SPECIFIC LAW.]

WHERE SHOULD YOU MAIL YOUR COMPLETED SURVEY?

[INSERT MAILING INSTRUCTIONS HERE]

THANK YOU FOR YOUR COOPERATION IN THIS VERY IMPORTANT EFFORT.

SINCERELY,

[INSERT NCES COMMISSIONER NAME HERE]
COMMISSIONER
NATIONAL CENTER FOR EDUCATION STATISTICS

INFORMATION ABOUT REPORTING BURDEN

[INSERT HERE IN SMALLER FONT]

SALARY AND BENEFITS INFORMATION FORM FOR SELECTED SCHOOL EMPLOYEES

Please complete this form for the listed school employees.

Name of School: _____

Line #	Person's Name Last Name, First Name	Gender Indicate this person's gender M - Male F - Female	Race/ Ethnicity Indicate this person's race/ethnicity 1 - White (non-Hispanic) 2 - Black (non-Hispanic 3 - Hispanic (can be any race) 4 - Asian or Pacific Islander 5 - American Indian or Alaska Native	Year of Birth Indicate the year this person was born	Years in District Indicate the number of years this person has been employed by the school district If less than 1 year, enter '0'	Highest Degree Earned Indicate the highest degree earned by this person 1 - Less than high school 2 - High school graduate 3 - Associate's degree (AA, AS) 4 - Bachelor's degree (BA, BS) 5 - Advanced degree (MA, MS, PhD, EdD)	Last Pay Period For the last pay period, indicate how much this person received in gross pay and the total hours represented by his/her gross pay		Number of Pay Periods per Year Indicate the number of pay periods per year for this person	Benefits and Payroll Taxes in Last Pay Period Indicate how much the district contributed for each of the following benefits and paid in payroll taxes for this person in the last pay period			
							Gross Pay	Total Paid Hours		Health Benefits (Medical, Dental, Vision) Indicate amount as dollars ($)	Retirement (not Social Security) Indicate amount in dollars ($) or as a percentage (%) of gross salary	Payroll Taxes (include Unemployment Social Security, Disability, and Worker's Compensation. Do not include any income taxes (federal, state, or local) withheld.) Indicate amount as percentage (%) of gross salary	Other Benefits Indicate amount in dollars ($) or as a percentage (%)
0	Dole, Bob	M	1	1970	6	2	$1500	84	24	$ 225	$ or 6 %	9.5 %	$ or 0 %
1							$			$	$ or %	%	$ or %
2							$			$	$ or %	%	$ or %
3							$			$	$ or %	%	$ or %
4							$			$	$ or %	%	$ or %
5							$			$	$ or %	%	$ or %
6							$			$	$ or %	%	$ or %

Example Line: Bob Dole is a white male born on July 4, 1970. He has been a custodian for the school district for the last 5 years. He attended college for 1 year but didn't receive any degree. Each month he is paid for 21.8-hour days. He is paid for 168 hours per month. The district pays Bob twice a month. This means he is paid for 84 hours each pay period and that there are 24 pay periods per year. The district pays $450 per month for health benefits which is $225 per pay period. The district contributes 6 percent per year to their retirement fund, and 9.5 percent to payroll taxes. The district does not contribute any other benefits.

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Line #	Employer Enter the number that corresponds to the individual's employer 1-School District 2-Other Public Agency 3-Private Contractor/ Organization	Race/Ethnicity Enter the number that corresponds to the individual's race/ethnicity 1-White (non-Hispanic) 2-Black (non-Hispanic) 3-Hispanic (can be any race) 4-Asian or Pacific Islander 5-American Indian or Alaska Native	Grade Range Taught Enter the number that corresponds to the grade range taught by this individual 0-No students taught 1-Mostly/entirely PK 2-Mostly/entirely K-6 3-Mostly/ entirely 7-12 4-Equal number of K-6 and 7-12 5- Mostly/entirely ungraded	Teaching Students with Limited English Proficiency Enter the letter that corresponds to the type of class taught by this individual Y-Yes, this individual teaches students with limited English proficiency, using approaches such as English as a Second Language (ESL), content ESL, bilingual education, or English for Speakers of Other Languages (ESOL) N-No, this individual does not teach students with limited English proficiency or does not use any of the above approaches for teaching students with limited English proficiency NOTE: Foreign Language teacher should not be marked unless they teach bilingual, ESL, or ESOL classes	3 Years or Less of Teaching Experience Enter the letter that corresponds to this individual's years of teaching experience Y-Yes, this individual is in his/her 1st, 2nd, or 3rd year of teaching N-No, this individual is not in his/her 1st, 2nd or 3rd year of teaching	Title 1 Enter the letter that corresponds to this individual's Title 1 status Y-Yes, this individual is supported by Title 1 (paid in full or part of federal funds under the Elementary and Secondary Education Act) N-No, this individual is not supported by Title 1
	(d)	(e)	(f)	(g)	(h)	(i)
0	1	1	3	N	N	N
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Example Line: Jane Doe is employed by the school district (column d). She is white (column e) and teaches only high school students (column f). Although she teaches some students with limited English proficiency (LEP), she has not received any special training in teaching LEP students (column g). She has been teaching at this school for 2 years. Prior to coming to this school, she taught in another state for ten years. This means she has 12 years of teaching experience (column h). None of her salary comes from Title 1 funds (column i).

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Indicate the minimum (contracted) **NUMBER OF HOURS PER WEEK** each individual is expected to work **AT THIS SCHOOL** in the following assignments: (c)								
Special Education Teacher/Specialist		**Instructional and Student Support Personnel**						
Self-Contained	**Resource**	**Speech Therapist**	**Physical/ Occupational Therapist**	**Psycho-logist**	**Social Worker**	**School Coun-selors**	**Library Media Specialist/ Librarian/ Computer Specialist**	**Other** (such as Nurse, Audiologist, Nutritionist)

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Appendix G

Sample Cognitive Interview Summaries

SASS Resource Study: Cognitive Interviewing - District #1

15 April 1997 1:00 - 2:30 P.M.

Interviewers: Roger Levine, Christine Hikido. Mary Rollefson (NCES) also attended.

Background information

In spite of the district incorrectly having listed our appointment for 16 April, the human resource administrator was able to accommodate us on 15 April. The district is in the process of updating their accounting/payroll/management information system. (The old system was referred to as a legacy system.) Accordingly, their responses refer to what is possible with their present system and not the new system.

According to materials provided by the district, the district has 232 schools, serving students in grades K-12. (They also serve PK students.) In addition, there are 24 special service centers and 31 alternative schools. These schools serve approximately 150,000 students. There are about 17,000 FTE staff employed (15,000 are school based; 1,500 are non-school based and about 500 are grant funded). The yearly budget is over 1 billion dollars or about $7,200/student.

TEACHER LISTING FORM

Race/ethnicity. Race/ethnicity was determined based on self-identification at the time of application for a position. The district just added a multi-cultural category and anticipates many teachers will choose this category. They update basic demographic information every seven years; this will be included in the new updates.

Title 1. The district could not identify Title 1 aides. The Title 1 office would know.

TYPES OF EMPLOYEES WHO WOULD NOT BE LISTED

Various county agencies and departments provide services to the schools. These include day care services and nurses/health aides (who are part of the County Health Department).

Transportation employees could not be assigned (by the LEA) to a specific school. However, individual schools would know who these people are.

FORM 1

The term "certificated personnel" is jargon. Instead, a term like "certified teaching (or nonteaching) staff" should be used. This term was mispronounced.

Similarly, "skilled maintenance personnel" was a mystery to the respondent. They didn't know who was being discussed and would have appreciated examples.

Column 2 was a red flag for this district. The district refuses to provide average hourly rates of pay. They have done so in the past, and this triggered dissatisfaction because their staff thought that they were being underpaid. The district maintained that the staff were not underpaid -- in comparison with other districts, their staff was younger. The age distribution (rather than the salary schedule) was responsible for the disparity. They will provide high and low salaries from their schedule.

It should be noted that the heterogeneity of positions included in some categories makes high and low salaries (as well as averages) suboptimal for analytic purposes.

Column 3 would be fairly easy. Teachers are paid for a certain number of days; bus drivers and food service workers are paid for a number of days determined by their contracts. For most staff, the number of hours per day would be multiplied by 260.

Column 4 evoked ire. They can do this at "20%" -- this is how they estimate things.

Interview with the person in charge of benefits at the district office

FORM 2

She first asked if these forms referred to active personnel. When probed, she said that she would fill out for active staff. She said that she would get from the human resource administrator, the "typical" salary. She started to look for a definition of "typical." She said that medical and dental are the same for both of the two categories. The information that was most readily available listed the benefits per month, so she would multiply by 12 to get an annual figure. Life insurance is based on salary, so she would calculate this out. The rates would be different for the two groups.

Categories of employees. When probed about the two overarching categories (cert and non cert) she realized that the way that her district groups people is different from the groupings on the forms. TAs, secretaries, and technical staff get the same benefits as certified personnel. The second group would consist of maintenance, food services, transportation, and custodians, and instructional staff who work less than full time. She would answer for the district's two groups and indicate with a footnote the different categorization.

FORM 3

Again she would group differently and indicate with a footnote. To get information she would look at a budget book to look at the dollars. She could get an estimate in about 5 minutes. To get an accurate value it would take her a hour. She would normally do it the 5-minute way. For the typical employee's retirement she would just take one employees salary, and figure out the rest from memory. For the unemployment compensation, she would have to talk to someone in the employee relations department. For workers comp, she would have to look at the budget to get the budgeted amount then divide it by the number of employees to get an estimated %. She would have to estimate the cert and non-cert together and give them the same %, even though she knows that non-cert people are more prone to accidents. For

unemployment, she would take the budgeted amount and divide by the number of employees. This also would be the same for cert and non-cert. Unemployment and workers comp is not normally looked at in a cost per employee amount. Disability is easy to get from salary. She knows that it is $X per $1,000 salary, then she'd calculate the %. Retirement is recorded in % of salary. She wouldn't include anything in the "Other" row.

She answered #1, yes and yes.

For #2, she would write 51%. Full-time means 100% in position in which a person is assigned. To be eligible you have to work 51% in that position. If it is less than 51% then district pays for half.

For #3, she said that it depends on the position. Not in terms of hours/week. 51% of position. Food service staff only have to work 15 hours / week to be eligible.

ALTERNATIVE DATA COLLECTION APPROACH

Providing information about individual employees immediate evoked vociferous confidentiality concerns. They are not used to providing this kind of information about individuals and would resist (unless explicitly ordered to do so by the superintendent).

DESIGN ISSUES

RECONCILING DISTRICT STAFF LISTINGS WITH TEACHER STAFF LISTINGS

Middle School In Sample:

Individuals appearing on district list but not on school listing:

- Teacher was on sabbatical (2)
- Teacher was out on administrative leave.
- Educational clerical aid and School Public Health attendant: Respondent forgot them because they are clerical and do not work in the classroom.
- Instructional assistant: began after start of school year.
- One case (teacher) was an unexplained mystery. "She never taught at this school."

Individuals appearing on school list but not on district listing:

- Resource person who works only one day per week

Elementary School In Sample:

Two teachers on the school list were not included on the district list. In response to probes, it was determined that both of these individuals were retiring this year. It appears that the district staffing list excludes staff who are retiring.

- Psychologist who works only two days per week
- Social worker who works only 1-2 days per week.
- Teaching assistant (hourly person) not listed
- Clerical assistant (hourly person) not listed: District does not list "hourly" staff.
- Clinic room aid not listed, because she is a county employee. (Health Dept.)
- Two school public health training assistants not listed, because they are county employees. (Health Dept.)

Other comments. Several teachers were listed differently because of name changes. Other less serious errors were the district's listing a 7th grade teacher as a 6th grade teacher.

RESPONDENT COOPERATION ISSUES

Time of year. There are certain times of year during which one should not attempt to collect data. These include August - Mid-September (when the district does hiring). This period was extended to July - October because of vacations and start of school year issues.

Another very bad time is late May - June. This is when the district does its budgets.

Computerization. The district would prefer to provide information on diskette. This information was volunteered in response to a probe asking for suggestions.

SASS Resource Study: Cognitive Interviewing - School #2

16 April 1997 2:00 - 4:30 P.M.

Interviewers: Roger Levine, Christine Hikido.

The principal was initially quite negative about surveys. He is concerned about confidentiality. As a principal, he feels that he is inundated with surveys. He felt the survey design was a turn-off -- it "doesn't look easy to complete".

By the end of the interview, a positive relationship was established. He took us on a very enjoyable tour of his school.

Background information. The school is a K-6 school with an associated center for the hearing impaired. This center, although administratively autonomous (with its own principal and budget) is totally integrated with the elementary school. Their programs and services are shared in common. As a result, there was some uncertainty about the appropriate reporting unit. Eventually, the respondent decided to exclude the center ("because it would get its own survey").

Data sources. The respondent could easily get lists of staffing personnel. However, he wouldn't do this, since he saw no need to. He would fill out the list from memory -- and then, perhaps, give it to a secretary to review it for comprehensiveness. He could do it from the staffing lists; he would do it from memory.

TEACHER LISTING FORM

Definitions/instructions. The respondent skimmed through the instructions. He would try to complete the survey as quickly as possible; reading three pages is too much. Decisions about which teachers should be listed (e.g., whether or not center staff should be included) would be made in consultation with the center's principal. They would decide which staff would be listed on each other's forms.

Reading a definition of "teacher" is a waste of time. Principals "know" what is meant by teacher.

Even with the instruction, the respondent was unsure about whether to list prekindergarten students.

The respondent was also unsure about what to do with teaching guidance staff (and teaching librarians). These people, at his school, teach students on a regular basis. The definition, "teach one class per week" sounded departmentalized. Since his elementary school isn't departmentalized, he wasn't sure what to do. (He eventually decided to list these people, so the instructions are probably adequate.)

Race/ethnicity. This information would be based on the respondent's judgement.

LEP/NEP. The respondent asked how "Foreign Language Immersion" courses should be categorized. These are courses in which other subjects are taught in another language.

Teaching status. The respondent would list teachers who taught part-time at his school and part-time at another school in the district as full-time. Nowhere in the question is the phrase "at this school" employed.

The respondent also failed to note that a percentage of full-time was requested for part-time staff.

There is also a question about full-time teachers at the school who teach pre-kindergarten students. Are they to be considered full-time K-12 teachers?

Title 1. The respondent informed us that the school does not receive Title 1 funds. He also described the school as one of the poorer schools in the district, with 30% of the students free-lunch eligible. Program implementation mechanisms may be implemented in a way such that the principal is not aware of them.

FORM B.

Definitions/instructions. The respondent could not pronounce "certificated". This was obviously an unfamiliar term to him. The respondent suggested we use "Non-teaching professional staff."

The use of examples was also praised. They are an aid to listing out the type of staff we are interested in finding out about. The term was comprehended as a result of the instructions.

Staff listed. Staff listed on Form A might be moved here -- or not listed. The respondent would not list a person on two forms.

Nurses would not be listed, since they are County Health employees. Similarly, psychologists, social workers, and other people for whom he does not have hiring or firing responsibilities would not be listed. They are not seen as "his" staff.

Hours per week. The respondent would simply put an "X" in each column. After being informed of our intent, he would either put 20 hours (for half-time staff) or 37.5 hours for full-time stafff.

FORM C.

Definitions/instructions. Aides are referred to as "Teaching Assistants". Additionally, there are technology aides. They don't seem to fit any category very well.

Hours per week. At this school, aides work either part-time (20 hours) or full-time (37.5 hours).

FORM D.

Definitions/instructions. For individuals with split pre-kindergarten assignments, the total time employed would be entered. This is what is asked.

Bus drivers would not be reported, since they are not "his staff" -- he does not supervise, hire, or fire them.

DESIGN ISSUES/MAJOR FINDINGS

(1) The concept of listing a person on more than one form is an alient concept ("Listing the same person twice is foreign to me.") Principals are simply not used to doing this. In spite of our explicit instructions, he would choose one form on which to list the person.

(2) School staff is defined in terms of people for whom the pirncipal is responsible. That is, in terms of people for whom the principal has hiring/firing and supervisory responsibilities. They should also be on the principal's budget and payroll.

- Bus drivers and nurses (who are county employees) would not be counted. Similarly, itinerant teachers (even those who come to the school on a regular basis) would not be counted. (They are not his staff according to the respondent's thinking.)

(3) Full-time and part-time are individual characteristics, like race or gender. Since benefits are a function of this status, which is not school specific, this is a reasonable perspective.

(4) Critical instructions should be provided on the form itself. Respondents should be told to refer to the instruction pages as necessary to complete the items.

(5) Teacher is such a universally used term that principals do not bother attending to a definition of it. It is like defining male or female. Accordingly, rather than using the term "Certificated teaching staff", a term like "Individuals providing instructional services to students in grades K - 12 on a regularly scheduled basis" should be considered. Although this term is much more cumbersome, it forces respondents to attend to the fact that people other than "regular teachers" should be listed.

(6) Individuals working at the school for whom the principal lacks hiring/firing authority and lacks supervisory responsibility are not considered school staff. Accordingly, rather than using the term "Certificated non-teaching personnel", a term like "Non-teaching professionals providing services to students in grades K - 12 on a regularly scheduled basis" should be considered. Although this term is much more cumbersome, it forces respondents to attend to the fact that people other than those reporting to the principal should be listed.

(7) Replace "Certificated non-teaching school personnel" with "Non-teaching professional staff".

(8) Replace "Include any staff members who teach at least one class per week regardless

of whether or not it is the same set of students" with "Include any staff members who teach at least one class of students for at least 45 minutes per week regardless of whether or not it is the same set of students"

(9) **The instructions for full-time/part-time teacher must include the phrase "at this school".** Providing this information in the instruction is inadequate.

(10) These instructions may also need to be modified if the intent of the full-time/part-time item is to determine the proportion of time teachers spend providing instruction to K-12 students.

- For our forms asking about hours worked per week, this is not an issue. We are interested in services provided to PK students. (However, there is an issue with the basic Teacher Listing Form excluding PK-only teachers.)

RESPONDENT COOPERATION ISSUES

The only way the respondent would complete the survey is if the district (superintendent) told him to. Otherwise, he would need an explanation of the reasons why the survey is being conducted and how it would be used. It is especially important to explain the value and important of participation. The endorsement of appropriate professional organizations would help. A good cover letter is critical. He prefers "Check box" surveys.

Schedule. The worst time of year for data collections are August - September. This is both the hiring season and the start of the school year. The end of the year (May - June) are also bad, as is the December holidays period.

Appendix H

Items Which May be Deleted from the Current SASS School Questionnaire If the Staff Listing Forms Are Adopted

Items Which May be Deleted from the Current SASS School Questionnaire If the Staff Listed Forms Are Adopted

The addition of items to the Teacher Listing Form, the Teacher Demand and Supply (district) Questionnaire, and the creation of new staff listing forms will have an impact on respondent burden. However, the information collected through completion of these instruments will obviate the need for collecting comparable or identical information through administration of other *SASS* Surveys items. Specifically, the following items, on the indicated *SASS* Surveys, will not have to be administered:

Public/Private/Indian School Principal Questionnaires

13. Are you currently teaching in the school in which you are now serving as principal?

28a. What is your race?

29. Are you of Hispanic origin?

Public School Questionnaire

16. How many staff held PART-TIME positions in this school in each of the following categories around the first of October?

a. Principals
b. Vice principals and assistant principals
c. Instructional coordinators and supervisors, such as curriculum specialists
d. School counselors
e. Library media specialists/librarians
f. Student support services professional staff, such as school psychologists, social workers, occupational therapists, speech therapists, and nurses
g. Teachers
h. Library media center aides
i. Teacher aides
j. Secretaries and other clerical support staff
k. Other employees (e.g., cafeteria workers, maintenance staff, etc.)

17. How many staff held FULL-TIME positions in this school in each of the following categories around the first of October?

a. Principals
b. Vice principals and assistant principals
c. Instructional coordinators and supervisors, such as curriculum specialists
d. School counselors
e. Library media specialists/librarians
f. Student support services professional staff, such as school psychologists, social workers, occupational therapists, speech therapists, and nurses
g. Teachers
h. Library media center aides
i. Teacher aides

j. Secretaries and other clerical support staff
k. Other employees (e.g., cafeteria workers, maintenance staff, etc.)

18. Around the first of October, how many part-time and full-time TEACHERS in this school were:
a. American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)?
b. Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)?
c. Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?
d. Black, not of Hispanic origin?
e. White, not of Hispanic origin?

27c. In head counts, how many Chapter 1 teachers and teacher aides were teaching AT THIS SCHOOL around the first of October?
_____ Teachers
_____ Teacher aides

Indian School Questionnaire

16. How many staff held PART-TIME positions in this school in each of the following categories around the first of October?
a. Principals
b. Vice principals and assistant principals
c. Instructional coordinators and supervisors, such as curriculum specialists
d. School counselors
e. Library media specialists/librarians
f. Student support services professional staff, such as school psychologists, social workers, occupational therapists, speech therapists, and nurses
g. Teachers
h. Library media center aides
i. Teacher aides
j. Secretaries and other clerical support staff
k. Other employees (e.g., cafeteria workers, maintenance staff, etc.)

17. How many staff held FULL-TIME positions in this school in each of the following categories around the first of October?
a. Principals
b. Vice principals and assistant principals
c. Instructional coordinators and supervisors, such as curriculum specialists
d. School counselors
e. Library media specialists/librarians
f. Student support services professional staff, such as school psychologists, social workers, occupational therapists, speech therapists, and nurses
g. Teachers
h. Library media center aides
i. Teacher aides
j. Secretaries and other clerical support staff
k. Other employees (e.g., cafeteria workers, maintenance staff, etc.)

18. Around the first of October, how many part-time and full-time TEACHERS in this school were:

a. American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)?
b. Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)?
c. Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?
d. Black, not of Hispanic origin?
e. White, not of Hispanic origin?

33c. In head counts, how many Chapter 1 teachers and teacher aides were teaching AT THIS SCHOOL around the first of October?

_____ Teachers
_____ Teacher aides

Private School Questionnaire

21. How many staff held PART-TIME positions in this school in each of the following categories around the first of October?

a. Principals/school heads
b. Vice principals and assistant principals
c. Other managers, such as a business manager
d. Instructional coordinators and supervisors, such as curriculum specialists
e. School counselors
f. Library media specialists/librarians
g. Student support services professional staff, such as school psychologists, social workers, occupational therapists, speech therapists, and nurses
h. Library media center aides
i. Teacher aides
j. Secretaries and other clerical support staff
k. Other employees (e.g., cafeteria workers, maintenance staff, etc.)

22. How many staff held FULL-TIME positions in this school in each of the following categories around the first of October?

a. Principals/school heads
b. Vice principals and assistant principals
c. Other managers, such as a business manager
d. Instructional coordinators and supervisors, such as curriculum specialists
e. School counselors
f. Library media specialists/librarians
g. Student support services professional staff, such as school psychologists, social workers, occupational therapists, speech therapists, and nurses
h. Library media center aides
i. Teacher aides
j. Secretaries and other clerical support staff
k. Other employees (e.g., cafeteria workers, maintenance staff, etc.)

23. How many persons holding teaching positions at this school were teaching in the grades shown on the front page of this questionnaire and the COMPARABLE ungraded levels around October 1, 1993?

_____ Full-time teachers
_____ Teach at least 3/4 time but less than full time
_____ Teach at least ½ time but less than 3/4 time
_____ Teach at least 1/4 time but less than ½ time
_____ Teach less than 1/4 time

_____ **TOTAL TEACHERS**

24. Around the first of October, how many part-time and full-time TEACHERS in this school were:

a. American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)?
b. Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)?
c. Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?
d. Black, not of Hispanic origin?
e. White, not of Hispanic origin?

26. How many FTE teachers were employed by this school for each of these levels around October 1 of this school year?

a. Ungraded (including ungraded special education)
b. Kindergarten
c. Grades 1 - 12
d. Total FTE Teachers (for levels listed above)

27c. In head counts, how many Chapter 1 teachers and teacher aides were teaching AT THIS SCHOOL around the first of October?

_____ Teachers
_____ Teacher aides

Listing of NCES Working Papers to Date

Please contact Ruth R. Harris at (202) 219-1831
if you are interested in any of the following papers

Number	Title	Contact
94-01 (July)	Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association	Dan Kasprzyk
94-02 (July)	Generalized Variance Estimate for Schools and Staffing Survey (SASS)	Dan Kasprzyk
94-03 (July)	1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report	Dan Kasprzyk
94-04 (July)	The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey	Dan Kasprzyk
94-05 (July)	Cost-of-Education Differentials Across the States	William Fowler
94-06 (July)	Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys	Dan Kasprzyk
94-07 (Nov.)	Data Comparability and Public Policy: New Interest in Public Library Data Papers Presented at Meetings of the American Statistical Association	Carrol Kindel
95-01 (Jan.)	Schools and Staffing Survey: 1994 Papers Presented at the 1994 Meeting of the American Statistical Association	Dan Kasprzyk
95-02 (Jan.)	QED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates	Dan Kasprzyk
95-03 (Jan.)	Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis	Dan Kasprzyk
95-04 (Jan.)	National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues	Jeffrey Owings
95-05 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors	Jeffrey Owings

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
95-06 (Jan.)	National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data	Jeffrey Owings
95-07 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
95-08 (Feb.)	CCD Adjustment to the 1990-91 SASS: A Comparison of Estimates	Dan Kasprzyk
95-09 (Feb.)	The Results of the 1993 Teacher List Validation Study (TLVS)	Dan Kasprzyk
95-10 (Feb.)	The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation	Dan Kasprzyk
95-11 (Mar.)	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
95-12 (Mar.)	Rural Education Data User's Guide	Samuel Peng
95-13 (Mar.)	Assessing Students with Disabilities and Limited English Proficiency	James Houser
95-14 (Mar.)	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
95-15 (Apr.)	Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey	Sharon Bobbitt
95-16 (Apr.)	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-17 (May)	Estimates of Expenditures for Private K-12 Schools	Stephen Broughman
95-18 (Nov.)	An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey	Dan Kasprzyk
96-01 (Jan.)	Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study	Dan Kasprzyk

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-02 (Feb.)	Schools and Staffing Survey (SASS): 1995 Selected papers presented at the 1995 Meeting of the American Statistical Association	Dan Kasprzyk
96-03 (Feb.)	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
96-04 (Feb.)	Census Mapping Project/School District Data Book	Tai Phan
96-05 (Feb.)	Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey	Dan Kasprzyk
96-06 (Mar.)	The Schools and Staffing Survey (SASS) for 1998-99: Design Recommendations to Inform Broad Education Policy	Dan Kasprzyk
96-07 (Mar.)	Should SASS Measure Instructional Processes and Teacher Effectiveness?	Dan Kasprzyk
96-08 (Apr.)	How Accurate are Teacher Judgments of Students' Academic Performance?	Jerry West
96-09 (Apr.)	Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998-99 SASS	Dan Kasprzyk
96-10 (Apr.)	1998-99 Schools and Staffing Survey: Issues Related to Survey Depth	Dan Kasprzyk
96-11 (June)	Towards an Organizational Database on America's Schools: A Proposal for the Future of SASS, with comments on School Reform, Governance, and Finance	Dan Kasprzyk
96-12 (June)	Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey	Dan Kasprzyk
96-13 (June)	Estimation of Response Bias in the NHES:95 Adult Education Survey	Steven Kaufman
96-14 (June)	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-15 (June)	Nested Structures: District-Level Data in the Schools and Staffing Survey	Dan Kasprzyk
96-16 (June)	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
96-17 (July)	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
96-18 (Aug.)	Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children	Jerry West
96-19 (Oct.)	Assessment and Analysis of School-Level Expenditures	William Fowler
96-20 (Oct.)	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-21 (Oct.)	1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline	Kathryn Chandler
96-22 (Oct.)	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
96-23 (Oct.)	Linking Student Data to SASS: Why, When, How	Dan Kasprzyk
96-24 (Oct.)	National Assessments of Teacher Quality	Dan Kasprzyk
96-25 (Oct.)	Measures of Inservice Professional Development: Suggested Items for the 1998-1999 Schools and Staffing Survey	Dan Kasprzyk
96-26 (Nov.)	Improving the Coverage of Private Elementary-Secondary Schools	Steven Kaufman
96-27 (Nov.)	Intersurvey Consistency in NCES Private School Surveys for 1993-94	Steven Kaufman

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-28 (Nov.)	Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection	Mary Rollefson
96-29 (Nov.)	Undercoverage Bias in Estimates of Characteristics of Adults and 0- to 2-Year-Olds in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
96-30 (Dec.)	Comparison of Estimates from the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-01 (Feb.)	Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association	Dan Kasprzyk
97-02 (Feb.)	Telephone Coverage Bias and Recorded Interviews in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-03 (Feb.)	1991 and 1995 National Household Education Survey Questionnaires: NHES:91 Screener, NHES:91 Adult Education, NHES:95 Basic Screener, and NHES:95 Adult Education	Kathryn Chandler
97-04 (Feb.)	Design, Data Collection, Monitoring, Interview Administration Time, and Data Editing in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-05 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-06 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-07 (Mar.)	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-08 (Mar.)	Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey	Kathryn Chandler

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
97-09 (Apr.)	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
97-10 (Apr.)	Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993-94 School Year	Dan Kasprzyk
97-11 (Apr.)	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97-12 (Apr.)	Measuring School Reform: Recommendations for Future SASS Data Collection	Mary Rollefson
97-13 (Apr.)	Improving Data Quality in NCES: Database-to-Report Process	Susan Ahmed
97-14 (Apr.)	Optimal Choice of Periodicities for the Schools and Staffing Survey: Modeling and Analysis	Steven Kaufman
97-15 (May)	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
97-16 (May)	International Education Expenditure Comparability Study: Final Report, Volume I	Shelley Burns
97-17 (May)	International Education Expenditure Comparability Study: Final Report, Volume II, Quantitative Analysis of Expenditure Comparability	Shelley Burns
97-18 (June)	Improving the Mail Return Rates of SASS Surveys: A Review of the Literature	Steven Kaufman
97-19 (June)	National Household Education Survey of 1995: Adult Education Course Coding Manual	Peter Stowe
97-20 (June)	National Household Education Survey of 1995: Adult Education Course Code Merge Files User's Guide	Peter Stowe
97-21 (June)	Statistics for Policymakers or Everything You Wanted to Know About Statistics But Thought You Could Never Understand	Susan Ahmed
97-22 (July)	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
97-23 (July)	Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form	Dan Kasprzyk
97-24 (Aug.)	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97-25 (Aug.)	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
97-26 (Oct.)	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
97-27 (Oct.)	Pilot Test of IPEDS Finance Survey	Peter Stowe
97-28 (Oct.)	Comparison of Estimates in the 1996 National Household Education Survey	Kathryn Chandler
97-29 (Oct.)	Can State Assessment Data be Used to Reduce State NAEP Sample Sizes?	Steven Gorman
97-30 (Oct.)	ACT's NAEP Redesign Project: Assessment Design is the Key to Useful and Stable Assessment Results	Steven Gorman
97-31 (Oct.)	NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress	Steven Gorman
97-32 (Oct.)	Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questionnaires)	Steven Gorman
97-33 (Oct.)	Adult Literacy: An International Perspective	Marilyn Binkley
97-34 (Oct.)	Comparison of Estimates from the 1993 National Household Education Survey	Kathryn Chandler
97-35 (Oct.)	Design, Data Collection, Interview Administration Time, and Data Editing in the 1996 National Household Education Survey	Kathryn Chandler
97-36 (Oct.)	Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs: A Review and Recommendations for Future Research	Jerry West

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
97-37 (Nov.)	Optimal Rating Procedures and Methodology for NAEP Open-ended Items	Steven Gorman
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